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ABSTRACT

The book is both a guide to the language experience approach for teaching English as a Second Language (ESL) and a collection of one ESL student's personal narratives about his home country. The first section describes the language experience approach, which uses the student's own language and experience as the source of second language learning material, and suggests procedures for using this approach in the classroom. These include getting started, writing down the student's spoken language and using the stories as a point of departure for conversation and literacy activities, fleshing out the story, keeping a journal, supplementing student stories with other materials, and accomplishing all of these activities in limited instructional time. The second section contains 19 stories either told by a Cambodian student or adapted from published work. Of the student's stories, some are in her original words, some are corrected by her, and some are rewritten by the teacher. Each story is accompanied by a brief preface, a picture, and some suggested literacy activities. The stories are narratives about life in Cambodia, folk tales, or discussions of culture and acculturation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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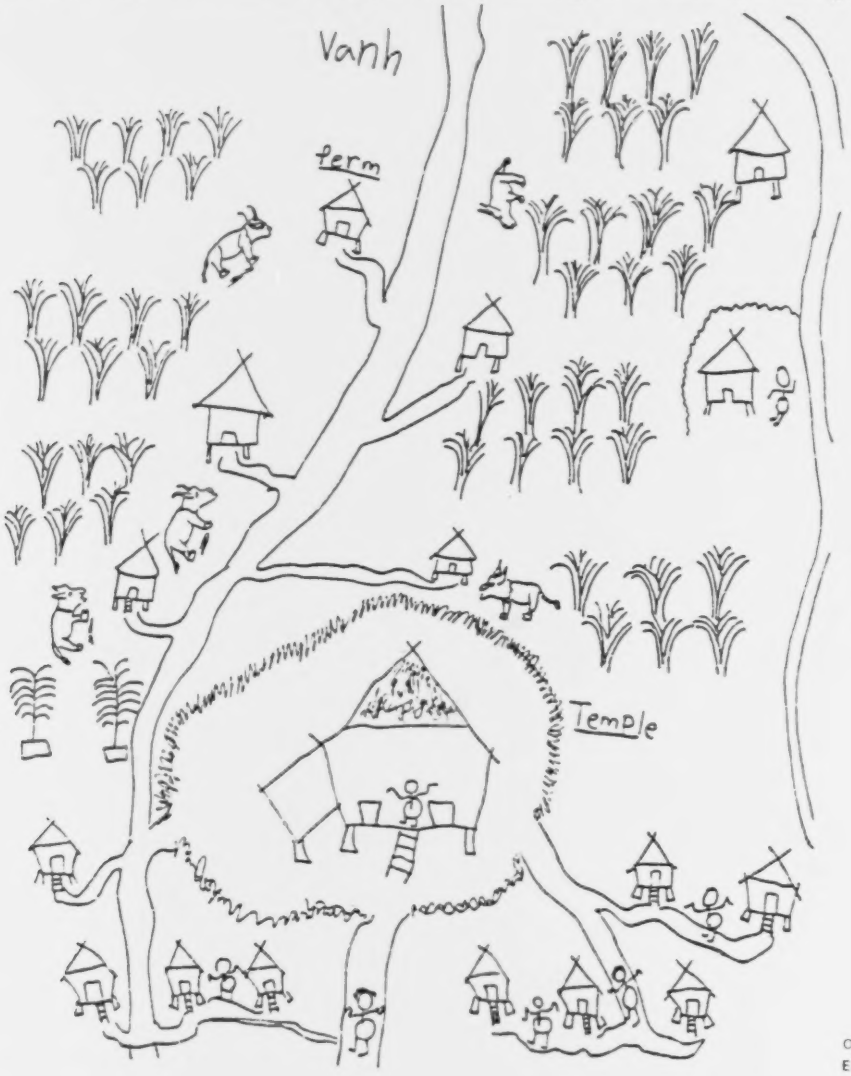
TALES FROM THE HOMELAND:

Developing the Language Experience Approach



by Anita Molly Bell and Som Dy

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Introduction to Part 1

We all like to learn about interesting things. Whatever is more interesting to us, we learn more quickly. You'll find this especially true of the adult second-language learner. Show your student a picture of something she's interested in, and she'll eagerly ask you what everything in the picture is called in English. Ask her about something she's done, and she'll try especially hard to tell you about it, even if she can't say everything "properly". She'll learn to speak most quickly those words which are of immediate use or interest to her. She'll learn to read and write best those words she already uses fluently in conversation.

The premise of this book is simple: The goals of language learning are comprehension and self-expression; the student's own experience and language are the best source of lessons designed to increase comprehension and self-expression.

This book is divided into two sections. In the first, you'll find an explanation of the Language Experience Approach (LEA) to teaching ESL and a description of various conversation and literacy activities which will maximize the benefits of LEA for your student. The second part of the book contains stories told by Som Dy, one of my ESL students, in tutoring sessions. Accompanying each story are activities that can be used to elicit your student's original language and several conversation and literacy practice activities and games to follow-up the story.

You may find that the stories are at an appropriate level for your student. If so, you can use the activities, stories and worksheets as a supplement to your own teaching. If the stories are too simple or too complex for your student, you can still use the suggested activities as a guide for LEA-based tutoring sessions.

The best book of all for your student is not one that you will find on a library or bookstore shelf, but one that you write with your student, in her own style, from her own experience. Have fun!

What Is the Language Experience Approach?

The Language Experience Approach (LEA) to teaching and learning English is a natural way to learn a second language. Through this method, the student's spoken English -- even the earliest attempts -- becomes the raw material that can be molded into more fluent conversational and literacy skills.

Every time you have a conversation with your student, whether it be about "What did you do last weekend?" or "Tell me about your childhood home," you are engaging in the first step of LEA. When a student is relaxed, is comfortable with her tutor and feels that her tutor values and accepts what she says, words start flowing and language can grow. You, as the tutor, then "translate" the spoken words into writing, and the literacy activities begin.

The bibliography lists several books and articles that present the theoretical basis of LEA and ways to apply it at all levels of teaching: from preliterate to advanced, with groups or individual students. I especially recommend The Language Experience Approach to Reading (and Writing) by Dixon and Nessel. Tales from the Homeland is designed primarily for tutors of intermediate students, those who have at least a fair grasp of conversational English. In a Washington-state-funded ESL class, this would correspond to the B-1 to B-3 levels.

Getting Started

With more talkative students, usually just asking them a question can get them going. "Tell me about the work you did in your native country." "What kind of house did you live in?" "What were schools like when you were a child?" "How did you escape?" "What seemed the strangest thing to you your first month in the U.S.?" "How did you find an apartment to live in?" "What do you like to do on your day off?" If you ask someone something about herself, she's likely to give a more extensive answer than on an impersonal topic, and she'll make a greater effort to get her ideas across. Our students are no different from ourselves in that respect! But by asking your student about herself, you also show her that you are interested in her as an individual. You validate her experiences and her opinions, and you contribute

to her self-esteem. Learning happens most easily when the student feels good about herself. There's an added benefit to you, too, in this method. As your student describes her culture and her personal history, a new world will open up to you.

Shyer, less fluent, or less confident students may need more encouragement to produce language experience stories at first. Participating in activities can serve as a stimulus for these students. Anything you do with your student can be the basis of an experience story. Walk to the Post Office to buy a stamp. Go to the market to look for noodles. Take the children to a park. Bake cookies. Stroll around the neighborhood and see what stores and services are available. Go to the welfare office and fill out a form. Ride the bus downtown. Go to the library. As you share these activities with your student, you also provide models of language to describe the experiences. "This is the Post Office. We have to stand in line here." "Ask the clerk, 'Where are the noodles?'" "Aren't the trees beautiful?" Think of these models you provide as a way to prime her pump of language.

After you have completed the activity, ask your student leading questions to help her re-create the experience in words. "How did we get downtown? What did you see out the window? Was it scary to push the door open?" "What did we need to buy to make cookies? Did you melt the butter or beat the eggs first?" After a few of these outings and the processing activities afterwards, your student will get the idea of doing something, then reporting on it. She'll be able to move on to describing events of her choice, either her past or present experience. As you and your student go through this process, she'll become more adept and confident. The first few efforts may not be spectacular, but they are the cornerstones for later language production.

Pictures are another way to elicit language from the student. You might try drawing a sequence of pictures about something familiar to her: planting a seed and seeing it grow; going to the store; washing clothes. You're not an artist? Good. If your pictures are too proficient, the student will hesitate about drawing any of her own. If your drawings are amorphous and ambiguous, so much the better -- the student will have to use English to ask questions to find out what the pictures are about! Have the student put the pictures in order, and then describe what's happening in each one.

WONDER
L. Holden 1-85

Magazine and calendar pictures are another conversation-starter. Bring a selection of pictures for your student and ask her to choose one to talk about. That way you know it's a picture that's of interest to her. I like to use National Geographic pictures. With these, I can find scenes that are familiar to my student but not to me. Then, when I'm asking questions, it's a genuine conversation in which I'm seeking information, and the student becomes the teacher. As you ask the student questions about the picture, follow the progression from simple/concrete questions to complex/abstract. For example, with the picture on the facing page, I'd start out with specific questions about what is actually in the picture, to make sure that the student and I are seeing the same things. "Are they a family or friends? Where are they? Is it their farm? What kind of tree is that? What are they doing now?" Once we've established what's in the picture -- in this case, a farmworker family on lunch break --we could move on to more complicated questions. "What were they doing before? Where will they go tonight? Do the children pick apples, too? Why don't they go to school?" We can also move from general questions to the more personal. "Did you ever pick apples? Is it easy work, or hard? Is it a good job? Do your children ever pick fruit?"

Of course, as you ask questions (whether they're about a picture or your student's experience, you need to keep in mind the ability of your student. **In general, the easiest questions to ask are yes/no and either/or questions.** "Is he the father? Is the family poor or rich?" **Then come the who/what/where questions.** "What is their job? What are they doing now? Where are they? Where is the tree? Who has a sandwich?" **Beyond this, students learn to ask how and why questions, which are more abstract.** "How did they get to work? Why don't they have a steady job?" After this come the more intriguing questions, where the student has an opportunity for original thinking. "What if they needed a doctor? What do you think about unionizing farmworkers?"

Even very low level students can produce a story about a picture if they have had practice thinking in terms of these questions when they look at a picture. After a while, you'll be able to say simply, "Tell me about this picture," and the student will take it from there.

A small group of home-tutored students together told this story when they saw the picture of the farmworker family:

They pick the apple. Now they are eat the lunch. The father he give food to his son. It's hard work. Work all day, a little money.

What To Do with the Spoken Language

As the students told the above story, I wrote it down, word for word. This is the critical step in the Language Experience Approach. Our well-drilled fingers may balk at writing down ungrammatical sentences, but it is a necessary step. **Writing down exactly what the student says accomplishes two vital purposes. First, the student sees that whatever she says can be expressed in writing. Second, and most important, by accepting and transcribing whatever the student says, you keep the language rolling.** If you correct every statement (and at the beginning, every statement may indeed be ungrammatical), it will have the effect of inhibiting the student, making her self-conscious and reluctant to speak in a natural, flowing manner. Just accept whatever is said and have faith: the system really works.

If you are working with a group, write the story on a large piece of paper or on a chalkboard, so everyone can see it. Notebook paper will do for an individual student. After you've written the story, just as it's dictated to you, show it to the student(s). Read it aloud as she reads silently. Ask, "Is this O.K.? Did I get everything?" At this point, the student may add something or may make some corrections. don't worry if even the "corrected" version is not up to your standards of "good English". Be proud that the student has produced an original story. And now, you have the "text" that will form the basis of your next lessons with the student.

Encourage your student to keep a notebook. Many students who have not had formal schooling need to learn how to manage the papers they acquire in class. Show your student how to use a three-ring binder or spiral notebook to keep her work in chronological order. I usually recommend that the student use the first part of the notebook for stories and list words in the back half. Once you have written the story and read it aloud to the student, have her copy it in her notebook. I also like to make a copy for myself as a record of the

student's work and to help in lesson planning.

What the student does next depends on her level. A student with very few reading skills should now make a sequential list of all the words in the story. A list from the above story would look like this:

They	food
pick	to
the	his
apple	son
Now	It's
are	hard
eat	work
lunch	all
father	day
he	a
give	little
	money

Note that each word appears only once. It's harder for the student to read the words when they're presented in this form, out of context. It's good practice for her to make the list and represents a step up in learning when she can recognize the words in this format.

The word list can be written in the back of the student's notebook, and the words can also be written on 3 x 5 cards (or smaller), one word to a card. Keep all the words the student has used in stories in a box to be brought out for review activities which are described in the next section.

A student who can already read many of the basic words doesn't need to make a list for each story. Rather, she can write down in her notebook only the words that are new or difficult for her. You can check her reading ability by asking her to point out particular words in the story. She may want to underline the new words in the story. As she writes the new words in her notebook, she may write the meaning in her own language, transcribe it phonetically, or draw a picture next to the word. Whatever works for her is fine. This notebook is a resource to be used by her to maximize her learning. Because of the review activities that can be used to follow-up a story, it's a good idea even for more advanced students to assemble a collection of word cards.

So far, we have covered these steps:

The tutor elicits conversation from the student about an activity, picture or experience.

The student dictates a story, and the tutor writes the spoken language down verbatim.

The tutor reads the story aloud as the student reads along silently.

The student may make corrections or additions. If so, the tutor revises the written story and reads it aloud again.

The student copies the story into a notebook.

The student makes a word list and individual word cards of the words in the story.

There are many practice activities that can be done with this story and the word cards. And yes, use it in just this form. Don't worry about the ungrammatical nature of it. It's perfectly good as the basis for many conversation activities that will expand the student's fluency and for literacy activities that will increase her reading and writing ability. You, in the meantime, have an accurate model of the student's speech, and so can plan lessons aimed at correcting errors she commonly makes. The student will gradually increase in fluency and accuracy. The notebook of these "experience stories" is a great record for both of you of her progress in English. Six months after dictating the farmworker story, the students were amused to look back at it and felt proud to be writing much better stories.

Taking Off from the Stories

This section is a collection of conversation and literacy activities that can be used with virtually any "experience story" that your student creates. You will discover other activities, too, as you work with your student and see what is appropriate for her. We will start with the farmworker story as an example.

Comprehension Questions. This is primarily an oral activity. Simply ask the student questions about the story. "What are they doing now? What does the father give to his son? How long do they work? Do they get much money?" If you have more than one student, have the students ask each other questions.

This is an especially necessary review if more than one student has contributed to making the story. You need to make sure everyone has the same understanding of what's going on in the story. It's also important even if you have only one student. By careful phrasing of the questions, you can model the different ways we have to say things in English and so stretch your student's comprehension a bit. Don't ask questions that are just rearrangements of the statements. Rather than "What do they pick?", you could ask, "What's their job? What kind of fruit do they pick?"

As a follow-up of this oral activity, you may want an advanced student to write the answers. But remember that writing comes far down the road after listening, speaking and reading. So don't you -- or your student -- get discouraged if answers are not written correctly. The activity should be regarded as just a minor practice activity and shouldn't be emphasized.

Cloze. This is a fancy term for fill-in-the blanks. In a cloze, the story is rewritten with words left out at regular intervals. The student is allowed to use the complete story as a reference. The value of this activity is to familiarize the student with the story and to help her learn to pay attention even to apparently insignificant words.

They pick the apple. _____ they are eat the _____.
The father he give _____ to his son. It's _____
work. Work all day, _____ little money.

A modification of the cloze focuses on particular words. For example, you may want the student to learn to spell the nouns and verbs, so you would emphasize those words in review activities. Here's an example:

Use these words to fill in the blanks.

food **lunch** **pick** **father**

1. They _____ the apple.
2. They are eat the _____.
3. The _____ he give _____ to his son.

Word Definition. You need to be sure that your student comprehends the words in the story as well as reads them. There are several ways to test this.

She could draw a word card from a pile and use the word (orally) in a sentence. She could match the word to a picture (beginning student) or to a synonym or definition (advanced student).

apple

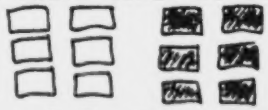
food

money

they

he

Matched Pairs. This is an all-purpose card game for the ESL classroom. The goal of the game is to turn up a matched pair from a collection of cards laid face down. You may be matching word to picture, word to definition, questions to answer, or first half of sentence to second half. To simplify the game and keep my materials straight, I like to put each half of the pair on a different color card. For example, with the above words and pictures, I might write the words on white cards and attach the pictures to black cards. All cards would be turned face down, in rows.



The student and I, or the students take turns. Each would turn up one black card and one white one. When she turned up a matched pair, she could keep the cards. A simpler variation of the game is to put out one set of cards, say the pictures, and hand the student the stack of word cards. She then puts each word by its corresponding picture. This requires comprehension, but not so much memory work.

Additional Word Card Games. The word cards made by the student can be used simply as flashcards, or can be sorted according to first letters, parts of speech or categories (things to eat, wear, do, etc.). The cards can be

assembled to make a sentence. All of these activities will help the student learn to read these words that are already part of her oral language.

Sequence Story. A story that has a definite sequence of events -- whether inspired by a real-life experience, a single picture, or a sequence of pictures -- opens up additional activities.

The sequence on the facing page elicited this story from a group of students:

They go to welfare.
He write the blue paper.
Sitting on the chair.
They are talking to the caseworker.
They are go away.

Sequencing Activities. First, cut up the pictures. Have the student put them in order. Write the sentence for each picture on a separate strip of paper. Match the sentence to the picture. Then, without the picture cues, the tutor and student alternate putting out each strip in order. Finally, given all the sentence strips in random order, the student puts them in the correct order.

Grammar Drills. In the above example, the students made an error in verb-subject agreement: He write the blue paper. Also, a subject was omitted in the sentence: Sitting on the chair. Practice activities can help the student eventually self-correct this kind of error. Using pictures, introduce transformation drills:

He sits - they sit - I sit
I drink - we drink - she drinks
she cooks - he cooks - you cook - they cook
they sleep - we sleep - he sleeps

Tutoring ESL: A Handbook for Volunteers has detailed descriptions of other drill activities.

You can present sample sentences (written by you, not the student) that need correction. Ask, "How can this be changed to better English?"

He eat the fish.
They cleans the house.
She open the door.

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Cue the student visually (with a hand sign, or pointing to an "s" written on the blackboard) or orally where the errors are, if she doesn't catch them. She can correct the sentences orally or in writing.

An additional grammar activity is to change the tense of the story. "Tell me this story again, but the man and woman went to welfare yesterday." The student might then say:

They went to welfare.

He wrote the blue paper.

etc.

Correcting to Better English. The mistakes your student makes when she converses with you, or dictates stories to you, tell you what to be working on during class time. As you demonstrate correct English and practice it with your student, her spoken language will gradually improve. You may want also to work on specific corrections of her dictated and written work. This needs to be approached carefully. Most students are eager to improve their English skills -- that's why they requested tutoring -- but it can be disheartening to see one's prized story bleeding to death from a teacher's red-ink corrections. Don't try correcting the first efforts of your student. In the beginning, it is most important to encourage the flow of language. But later on, for some stories you might say, "This is such a good story. Your children will enjoy reading it when they are older. Shall we make it even better English?" If your volunteer organization has a newsletter, or a church or club study group would like to learn about your student's culture through readings, or if the local newspaper has a weekly page for literary contributions, that might be a perfect opportunity for your student to polish up one of her stories for public presentation.

Don't try to correct every error. Rather, decide what is the most critical for clear comprehension. Unlike many Asian languages, English verbs change their form according to person and tense, so errors in verb usage are common among Asian students. You may decide, then, to emphasize class work that will build accuracy here. Or, your student may tend to drop out the critical little words; to, the, a/an, for. In that case, you'd want to design exercises that will help her hear, practice and begin to use those words.

After the student has dictated a story, decide which errors most need

correction. Then spend a session or two (or however many are needed) to practice correct usage. Then go back to the story and give the student a chance to find the errors.

You may want to give her some clues about where the errors are. Read the sentence, make a quizzical face, or a comical beeping sound (previously agreed upon by the student and you as an "error alarm"), or point with your pencil to the phrase where improvement could be made. If she doesn't see the problem, you need to spend more time in practice. If she doesn't see the errors with a second try, she may not be ready yet for this sort of activity.

If she is able to see where there are mistakes in the story, and if she is interested in correcting the story to better English, you can have her dictate the appropriate changes or write them in herself. You may find this process is easier if you have typed the story double-spaced, or written it on notebook paper with ample space between the lines.

This can be a long-term activity if the student has dictated a lengthy story. I think it's better to correct a story over several sessions -- never longer than 10 minutes each -- than to do a single marathon correction session. Even authors who want to improve their work can get discouraged by the tediousness of correction.

Fleshing Out the Story and Teacher-Written Stories

The student may dictate rather bare-bones stories at first. You can encourage her to be more informative, and you can add to her vocabulary by adding on to some of her stories. Don't do this to every story, or it will act as an inhibitor of student speech, rather than as an encouragement. You don't want to imply that her stories are less than adequate, but rather that stories can be enriched and expanded.

During the conversation about the trip-to-welfare story, you might encourage your student to give more information. "Who are they? Why are they going to the office? How do they feel?" The end product might be:

> Ny and Seuth went to welfare. They wanted more food stamps. Ny was pregnant. Seuth filled out the reception slip. Then they waited a

long time. They got tired. Later they talked to the caseworker. She said, "No more food stamps." They felt sad. Seuth was worried. Ny consoled him, "Don't worry. We will be O.K." They took the bus home.

The conversation that produced this story focused on why people go to see caseworkers, and how they feel about it. The students talked about how worried clients feel when they don't have access to enough food. We also talked about how spouses may react differently to situations, and how one spouse may try to make the other feel better. After I got home following this discussion, I wrote the story. Although it was not dictated directly by the students, it contains many of the elements they brought up in our conversation. I was able to introduce two new vocabulary words -- worried and console -- whose meaning the students already understood through the context of the discussion.

For simple classroom mechanics, it is sometimes easier to obtain a story in this manner from the student rather than to take direct dictation. When you hit on a topic of great interest to the student, she may "take off", and you don't want to slow her flow of language by trying to get an exact transcript of her words. She may also be trying to describe something to you for which she does not have all the words yet, and so your conversation has many pauses for pantomime, drawing sketches and asking each other clarifying questions. Or, she may be asking you questions about the mysteries of American culture, and you end up monopolizing the discussion for a bit as you try to explain things to her.

These conversations and discussions are valuable experiences for your student -- she's using the language as it is meant to be used. And you can reinforce the points covered in the conversation, or any new vocabulary developed through it, by going home and writing a brief story for your student. You know the story will be of interest to her, because the subject of your conversation was chosen by her. And as a teacher, you're pleased at the opportunity to introduce some new vocabulary or a new grammar point.

The story "More about growing rice," page 78, was the result of one of these conversations. After looking at some pictures about rice-growing in S.E. Asia, my student became very animated when she told me many informational

tidbits about rice culture. I jotted things down, but didn't try to get her exact words. The student wasn't ready to use the passive voice in speaking, but she already knew several tenses, and I thought it was time for her to expand her listening comprehension. This story served as a way to introduce the passive voice. It was easy to demonstrate the contrast between active and passive voice, (e.g. "he grows rice" versus "rice is grown") because she herself had supplied the examples. Since she had told me about the rice-drying process, I knew she would understand the content of the sentences. It remained for me only to clarify the sameness in meaning and variation in the grammatical structures of the two sentences: "The people winnow rice," and "The rice is winnowed by people". The word "winnow" itself was a new vocabulary word, but one she learned quickly, since she had pantomimed the action and drawn a sketch of the process for me. I was just plugging a word into a concept she already knew. That's the beauty of the language experience approach -- you use the student's knowledge to expand her knowledge.

Refer to the section "How to Handle Readings" for ideas of what further can be done with these teacher-written stories.

The Student's Own Stories

Once the student has dictated a few stories about pictures in a sequence or conversation-starting pictures, she'll be ready to dictate a story about her own experience. If she was a farmer in her own country, you have probably used farming pictures as conversation starters. It's an easy step then to say, "Tell me about your farm in Laos," or, "What did you do with the cows in the winter in Poland?" I find that using pictures to lead into personal stories is helpful -- it gives her the idea of what a story consists of, and it gives me ideas of what kinds of questions to ask. With most students, once this first hurdle is crossed, there will be no more problems in getting them to speak. Everyone's own life story is, of course, the most interesting material for them to talk about!

The only hesitancy that exists is usually on the part of the teacher. I have found myself reluctant to ask for personal stories from Southeast Asian students, in particular, because I know their experiences have been so

traumatic, and so unimaginable for me. But I have always found it is only I who is uncomfortable. The students themselves are generally eager for an opportunity to share their experiences. It may be partly a cathartic exercise for them to be able to verbalize what they have gone through and what still haunts them. It is also important for them to know that there are Americans who care about what has happened to them and who are willing to take the effort to learn. Som Dy, the student who dictated most of the stories in the second half of this book, one day told me of the terrors visited on her family by the Pol Pot regime. She was quite insistent that I write it all down. When the story was written, she wanted to go over it daily until she had corrected it to good English. I asked her if it wasn't painful to keep going over the words again and again. She said that she already knew that it had happened -- but she wanted to write her life story so that Americans would know.

If your student doesn't want, or is unable, to talk about her past, she'll let you know, by body language, an evasive answer or a flat "no". It's still worth the effort to give her the chance to talk -- it lets her know that you're interested, you care, and the opportunity is there if she ever feels like it.

Not all personal stories, of course, are painful. Many students will enjoy regaling you with stories of village life, humorous events in their childhood, ways to make money on the streets of a city, how to tan leather, or what they think is the craziest thing about Americans. The topic of stories is limited only by your imagination in asking leading questions. A young student who doesn't have much recollection of life in another country, or a student who needs to increase her vocabulary and expressiveness about American life can tell stories about recent experiences -- perhaps a field trip that you've taken her on, the last encounter with the apartment manager, the daily progress her baby is making.

You can elicit these stories by direct questioning, or if you have more than one student, have them interview each other about their experiences. Advanced students could write down each other's dictated story, or you can write it down as the students talk to each other. Students often come up with better questions and topics than teachers ever do!

Other Kinds of Student Stories

One day my class was reading a newspaper article about a Cambodian refugee, a film producer and director, who was filming a Cambodian folk tale in California. Because I wasn't sure if my students understood my explanation of "folk tale," the next day I brought in several children's illustrated books of folk tales: Cinderalla, the Three Billy Goats Gruff, and a few others. I said that these were stories that grandparents tell the little children. The pictures of ugly trolls and mean witches struck a responsive chord in the group. They told me there were creatures like that in Cambodia, too. When I asked what those creatures did, I opened up a treasure-trove of stories. Several of the stories told by one of the students, Som Dy, make up most of the second half of this book.

Though I came across folk tales serendipitously, it is possible to do it on purpose, too. The niceties of glass slippers and magic wands may be hard to translate to your students, but monsters, talking animals, folks struggling against odds magically stacked against them are common to all cultures. A trip to the children's section of the library is helpful. There are many beautifully illustrated books of folk tales from many countries. Using these pictures as conversation-starters is sure to net you a folk tale or two.

You probably try to explain Christmas trees to your student in December and Easter eggs in the spring and turkeys in November. She may ask you about the firecrackers in July or shoes and cans she has seen tied behind someone's car. Cultural exchange is one of the great benefits of tutoring. As long as you're discussing customs with your student, get her to dictate some stories about cultural practices in her country. It's an education for you, in later years it will be a treasure for her children who might have no direct experience of their parents' homeland, and it will greatly boost the student's feeling of self-worth to be able to be the expert on a topic. Some of these stories may end up being quite long, and you may find it easier to handle them as teacher-written stories.

Keeping a Journal

So far, you have encouraged your student to keep a notebook with two sections. The first section consists of her stories. The second section is her dictionary -- the word lists from her stories and any other words that have come up in conversation that she has wanted to acquire as new vocabulary. After she's built up some written vocabulary in this manner, you can have her add a third section to her notebook: a journal. While the student has probably done plenty of literacy activities -- answered questions, filled in the blanks, whatever -- getting to the next stage of writing original language is a big step. You can follow a procedure similar to the one you've used to elicit original oral language: at first, you will, rather specifically, guide her journal writings. Once she has had some success in keeping a journal, she'll be able to do more and more on her own.

In starting a journal, I find these steps, suggested by Judy de Barros, helpful: 1) Decide on a topic - for example, "My apartment." 2) Have a conversation about the topic. Look at pictures of different apartments, go around her home asking, "What's this for? What do you do in this room? Where do the children sleep?" 3) Make sure the student has the needed vocabulary to talk about and write on the topic. If she knows how to write quite a few words, you could tell her, "Make a list of all your furniture." If she is just learning to read and write these words, have her dictate lists to you, you write the words, and she copies them (adding definitions in her own language or pictures to show the meaning, as needed). Alternately, or in addition to this, have the student draw a picture of her apartment, with its occupants, then help her label all the things and actions in the picture. 4) Have the student write answers to questions about her apartment -- "How many rooms are in your apartment, who lives there, what furniture do you have; what do you have that you brought with you; where do you cook, eat, sleep; what new thing in your apartment do you like best; what do you want for your apartment; what can you see from the window; is there a store nearby?" 5) Finally, you can give the assignment: "Write a story about your apartment." The student has already written in her journal all the information she needs to assemble a story, so the task can be non-threatening and a satisfying way of reviewing and using all

that has gone before.

I like to use journal activities as homework. The student can work on her journal at leisure, go over her notebook to extract needed information, and because of the nature and purpose of the journal -- a tool for practicing with the language, for self-expression -- anything she does is "right". But sometimes it takes students a bit of time to realize that what you're after in the journal is self-expression, not textbook English. If you give as a first homework assignment: "Tell me about your apartment," the student may have a more literate member of the household do her homework for her, so that she'll have something impressive to show Teacher next week. To forestall that occurrence, start off by using the journal as a class-time activity. Once she gets the hang of it, she'll want to do it on her own at home.

Does the Student Tell All the Stories ?

No. Your student likes variety just as much as you do, and you both may find it helpful to supplement her own language experience stories with other written material. We've already mentioned teacher-written stories, using the student's oral language as a source. You may also enjoy using Laurie Koontz' text The New Arrival (Alemany Press). This is the first-person story, in fairly simple English, of a young Lao refugee: his decision to leave Laos and his subsequent experiences in a refugee camp and in the United States.

It's hard to find many reading books, however, that are both suitable for your student's ability and relevant to her life and interests. So, just as your student can become an author of ESL stories, so can you! If you read an item in the newspaper, a magazine article, or a short story in a book that you think might be of interest to your student, try rewriting it in simpler English. You can put in the grammar vocabulary and usage that you want your student to learn and broaden her horizons just a bit by introducing this window on the world. The stories "Mosaic of Cultures" and "Culture Shock" in this book (p.142,131) came about this way. My student had enjoyed looking at the pictures in a National Geographic issue devoted to Southeast Asia. She wanted to read an article, but it was beyond her abilities at that time, so I extracted some of the major points and put them into a form more accessible to

her. I rewrote the article on culture shock (written by another ESL teacher for her more advanced students) because the same student had both experienced periods of depression and undertook a lot of helping services for her fellow refugees. I thought the information in this article might be helpful to her.

Keep in mind, both as you select articles for rewriting and do the rewriting itself, your student's current level of ability and what you want to accomplish by the use of the article. Do you want to expand vocabulary, give cultural information about the United States, introduce new sentence structures, introduce a new topic for discussion, or . . .? For both you and your student's sakes, keep it simple, and be sure to do plenty of oral and written exercises each step along the way to check comprehension.

How to Handle Readings

A teacher-written story, even when the source is conversation with the student, can be more intimidating to the student than a story she has dictated herself and seen being written on the board. Any kind of article or book may seem even more overwhelming to her. Since it isn't her original language, you need to insure that the student comprehends what she's reading. So, whether it's a story that you have written with student input, or an article you have rewritten in simplified language (e.g., "Cambodians Make Movie," page), or a textbook you've gotten from your coordinator or the library (such as The New Arrival), there are steps you can follow to help your student learn to read critically and for comprehension.

Begin with all oral activities. You will be reading from a copy of the story, but don't let the student see it until you've completed the oral activities. This will hone her listening and speaking skills. She won't be able to answer your questions simply by reading words without comprehending them.

This is the routine I generally follow with a written story that is new to the student. You will want to modify the procedure to suit your style and your student's needs.

Teacher reads as the student listens.

With one-paragraph stories, the student may be able to listen to the entire story. With longer or more complex readings, you may have to read a few sentences at a time.

Teacher reads again, and the student repeats each sentence (or phrase).

This gives the student another chance at hearing what was said, and even if she doesn't have complete comprehension, she has the experience of speaking the language.

After the second reading, stop to clarify all unfamiliar vocabulary.

Do this in whatever way works best for you. You might say the new word, then ask your student to define it or use it in a sentence to see if she knows it. (A student may not be able to read a word, but may understand it when it's spoken). If the word is completely new to her, you might end up drawing a picture, pantomiming, illustrating the meaning by contrasting it to its antonym, using it in a sentence, or looking it up in a dictionary.

After defining the new words orally, write them down.

Point to each as you say them, then check the student's comprehension by asking her to use each word in a sentence, point to the picture, or whatever is appropriate. The student may then want to write the new words in her notebook.

Again, read the paragraph to your student. Then ask comprehension questions.

For the welfare sequence, this might include questions such as; Who went to welfare? What did Seuth write? How did they feel? What did they want? What did the caseworker say? How did they get home? If the student can answer most of the questions, you know that she understands the content of the story. If not, you need to drop back, make sure she understands all the vocabulary, perhaps haul out the pictures and discuss them again, and read shorter sections of the story before asking comprehension questions.

Finally, you can give the student a copy of the story.

Read it again as she follows silently, or she may be ready to read it aloud herself. Ask her a few more questions to make sure she has a

good idea of what the story is about, (if you have more than one student, have them ask each other the questions), and have her point out new vocabulary words in the story.

Now you're ready to go on to literacy activities with the story.

You may think this introductory process with each paragraph is a bit tedious, but it's necessary to insure that the student really understands the story and that you know where the trouble spots are for the student. The literacy activities might include any or all of the activities described on pages 8 through 14. Remember to do them orally first, of course, using the written work as follow-up.

Classroom Mechanics: How to Fit in Everything

So far, we've discussed the kinds of stories the student can produce:

Short stories inspired by pictures, conversation or field trips.

Personal stories about the student's own past or current experiences. These may be short enough to copy directly into the notebook, or may be longer ones that the student corrects to good English over time.

Cultural information or folk tales - dictated directly by the student, or written by the teacher from student information.

In addition, you may also use:

Commercial ESL or Adult Basic Education reading texts.

Articles that you have rewritten to simpler English.

Even better ideas, which will flow naturally as you and your student work together.

So, what's the best way to expose your student to all these kinds of stories, make sure she's increasing her comprehension, and plan for efficient lessons?

When I'm teaching, I like to have three stories "going" at a time during class sessions. On any given day, one story is in the conversation stage. We're looking at or drawing pictures about the student's culture or past experiences, talking about experiences, so that eventually the student will

dictate a story. Another story has been dictated, and the student is using the written version. She may be copying it into her notebook, making word lists or word cards, or -- with a more advanced student --she may be correcting the story to better English. A third story (dictated and copied earlier) is used for literacy activities or games or other follow-up activities.

For example, in a two hour class with a group of students, I spend about 20 minutes in conversation activities and getting a new story. We spend another 15 minutes or so reviewing yesterday's (or whenever the last session was) story: oral comprehension questions and vocabulary checks, copying it to the notebook and word lists. Another 15 or 20 minutes are spent on literacy activities and games derived from an earlier story. These, again, are done orally first! When this much time is spent in teacher-directed activity, I like to balance out the hour with an activity where the students interact only with each other: perhaps conversation about the topic of one of the stories, interviewing each other about some topic, directing each other in Total Physical Response (TPR), or playing some kind of board or card game. The remaining hour can be devoted to using a commercial text, doing drills and other activities to reinforce new grammar points or vocabulary, pronunciation practice, practical experiences (cooking, filling out forms, replacing a washer in a faucet), or whatever you have decided is appropriate for your student. When I tutor only one student, I don't spend quite as much time on any given activity.

All these activities would not necessarily be in the order given above, but in an order dictated by common sense. For example, if in an earlier student-dictated story, the student confused the present and present continuous tenses, I'd start out the day with activities to review that story. Then I'd move on to some activities and drills to differentiate between the two tenses. Then I'd bring out a new picture for conversation, one about which we could ask questions like, "What are they doing now? What do they do every day? Do they do this or that sometimes?" In this way, the rather tedious drill work could be put to immediate use in a newly-dictated student story that addresses problems raised by an earlier story.

Also be sure to provide variety in the types of activities presented as well as the subjects covered. Sprinkle in plenty of chances for TPR, moving

around to get the blood flowing to maintain alertness. Alternate conversation with reading and writing activities, and save something easy, upbeat or exciting for the end, so your student always leaves with a positive feeling and the motivation to come back again.

A Final Word

All that you've been reading has worked for me (better on some days than others, of course!), and I hope it will be a helpful guide for you as you begin to use the language experience approach with your student. But don't feel bound by the topics, methods and suggestions herein. Use this book as a springboard rather than a roadmap: a springboard into an exciting method of teaching your student and learning from her.

You and your student are building a bridge between two cultures. Learning the new language is a vital step for her transition to her new home, but for her own integrity, she needs to hold on to whatever she can from her original home. By using her past experience as the vehicle for learning the new language, you can strengthen that bridge for her and let her know she is welcome in this new world.

Introduction to Part 2

This section contains stories told by Som Dy. Some are in her original language, some have been corrected by her to better English, and some have been rewritten by the teacher. For each story or related group of stories, three elements are supplied:

1) a brief preface - thoughts on introducing the story or eliciting a similar story

2) a picture - to accompany the story or to be used for conversation (Many of these pictures were drawn by students in ESL classes at Tacoma Community House)

3) some suggested literacy activities.

Use this book as it suits you best, but here are some suggestions:

Rather than using the short stories as actual reading exercises for your student, **use the pictures and conversation ideas to elicit an original story from your student.**

Don't use the written exercises directly from the book, but use them as a guide to the kinds of activities that can be done. For example, there are activities to reinforce new vocabulary. The words in the exercises may not be new for your student. You can use the structure of the activity, plugging in words that are appropriate for your student. Refer to the first section of this book and to your tutor's handbook for activities that will address the learning needs of your student.

Use the longer stories and folk tales as reading exercises, following the procedure in the section "How to Handle Readings" and any literacy activities that are useful.

Always follow the reading of a story in this book by eliciting a similar story from your student. You'll find her more interested in her own folk tales, personal stories and cultural explanations.

Remember that ALL literacy activities in this book should be done orally first.

DINNER AT HOME

You can use the picture on the next page to accompany the story. Better yet, use it as a basis for conversation and have your student dictate her own story.

Remember the progression of questions: simple/concrete to complex/abstract. Move from yes/no and either/or questions to who/what/where questions, and then how and why questions. After discussing the tangible picture, you can move to questions about the student's own experience.

Some questions for this picture might be:

Are they a family?
Is she the mother or the grandmother?
Who is this?
What is the baby doing?
Where are they?
What is the grandmother doing?
Who made the soup?
What do they like to eat?
Where is the father?
How big is their house?
Who cooks at your house?
Do you all eat at the same time?
What do you like to put in soup?

Dinner at Home

They're getting ready to eat. The child is sitting at the table and she's holding chopsticks. Grandmother is serving the soup. Another woman is watching the family eat. The father is at work. The grandmother is thinking about what the children will eat.

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SUGGESTED ACTIVITIES

Fill in the blanks.

They're getting ready to _____. The child is sitting _____ the table and _____ holding chopsticks. Grandmother is _____ the soup. Another woman _____ watching the family eat. _____ father is at work. The _____ is thinking about what _____ children will eat.

Change the sentence to make it right.

The family is eat now. _____

Grandmother is serve the soup. _____

The father is to work. _____

Change the sentence to make it past tense.

They are eating. _____

She is watching them. _____

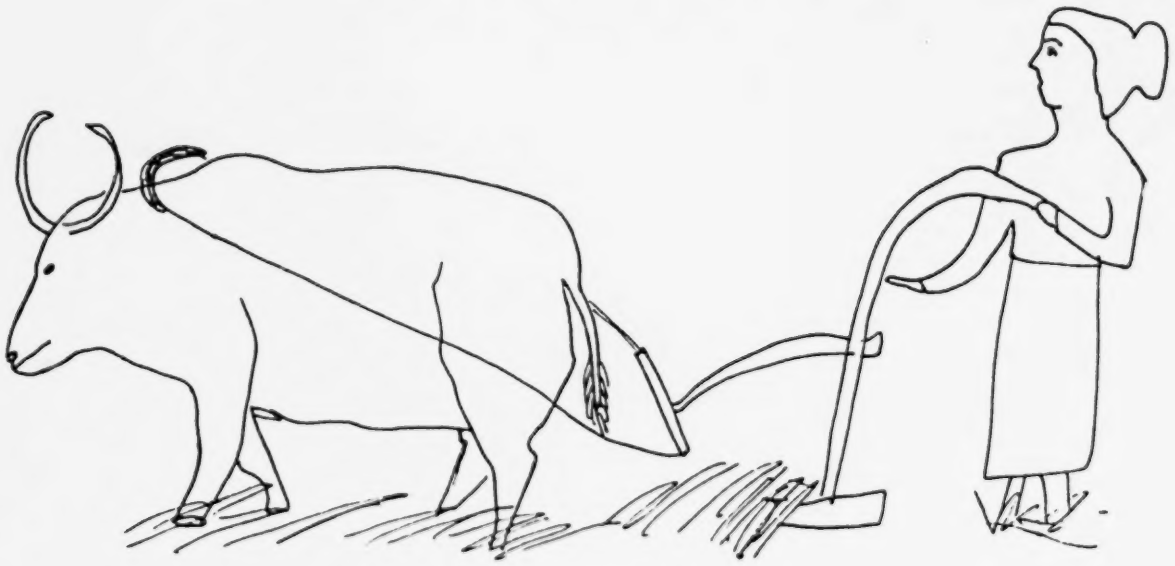
She is thinking about the food. _____

HOW THE FARMER GROWS RICE and FISHING IN THE RICE FIELD

The next two stories are about rice culture in Southeast Asia. If your student was a farmer, get her to describe the rice growing process to you, without referring to these stories. If she hasn't farmed, use the stories in the book simply as a reading exercise.

Any farming or other work-related story lends itself easily to sequencing activities. If your student doesn't have the words to describe an entire process, encourage her to draw pictures of it, and you supply the words. If your student is reticent, or too young to remember work in the homeland, ask her to tell what she does every day, or describe a regular procedure such as going shopping, preparing a meal, or taking care of the children.

When doing follow-up activities, orally or written, let the student use the pictures and written story as references if she needs them.

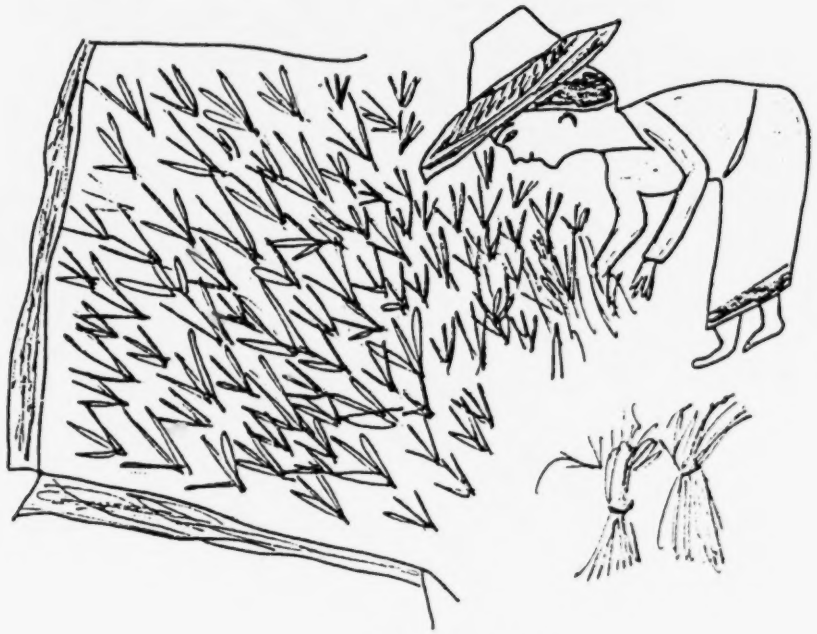


How the Farmer Grows Rice

First, the farmer makes levees around the field. Then, she plows. It rains every day. More water gets into the rice field. Some water comes from the river in ditches.

When water is in the field, the farmer plants the rice seedlings. She grew them before in another field.

She waits three months while the rice grows. She cuts the grass near the levee and on the levee. If a seedling dies, she plants a new one.



SUGGESTED ACTIVITIES

Match word to meaning. (Do this as a matched pairs card game first)

It holds water in the field	plow
to get ready for planting	seedling
the path of water from a river to a field	levee
a young plant	manure
something from animals that helps plants grow	ditch

Put these in order. (Do this with sentence strips.)

The farmer makes levees.

She plants seedlings.

Water comes on the field.

She waits.

She plows the field.

Answer these questions.

1. What does the farmer do first?
2. How does she plow the field?
3. How does water get in the field?
4. When does the farmer plant seedlings?
5. Where do the seedlings come from?
6. How long does the rice grow?
7. What does the farmer do while the rice is growing?
8. What happens if a seedling dies?

Change the Story to Past Tense.

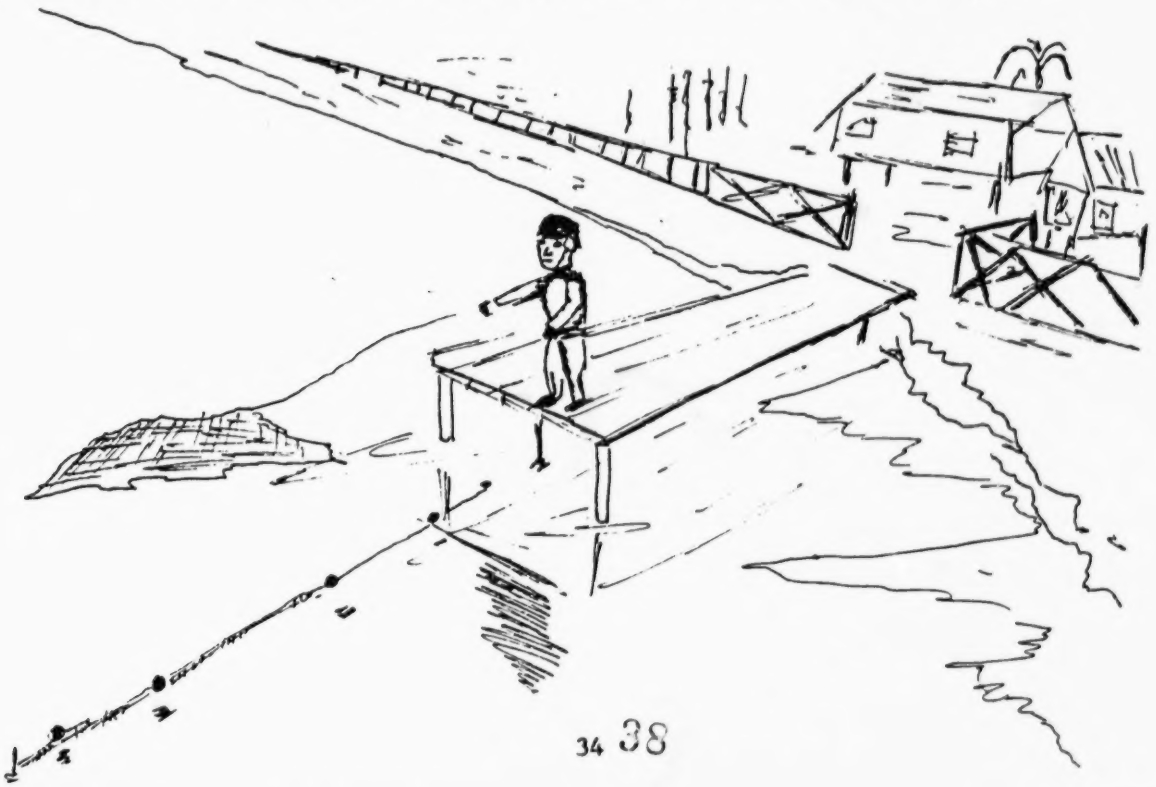
Tell the Story in Your Own Words.

Fishing in the Rice Field

In my country, when the rice fields flood, many fish come to the fields. The fish want to live in the rice field. They like to live in a new place and have seedlings and water lilies. (People eat the water lily plants.) When the fish come with the flood, they see other animals living in the rice field - frogs, crabs, eels, and snakes.

Sometimes I go fishing in the rice field. I catch fish, frogs, and crabs with a fishing pole. Sometimes I use a trap. The fish and other animals go in the trap. I go in the morning or evening or at night to look at the trap. I pull it up and see animals in the trap. Sometimes a snake is in the trap. Then I drop it!

When the rice is ripe, there's not much water. The fish go in the middle of the field. When I harvest the rice, I can catch the fish. There are a lot of leeches in the water - ugh!

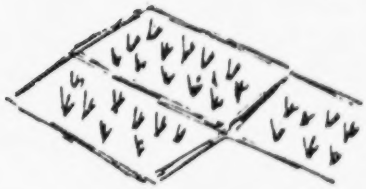


Suggested Activities

Match word to picture.

fish

rice field



crab

fishing pole

eel

frog

water lily

snake

trap

SUGGESTED ACTIVITIES

Play matched pairs with these halves of sentences.

Write these partial sentences on cards.

The fish like to live in the field

When the rice is ripe

I drop the trap

I don't like to stand in the water

I pull up the trap

When the rice fields are flooded

Write these phrases to complete the sentences on a different color card.

so I can see the fish.

because there are leeches.

many fish come to the field.

when a snake is in it.

because they like seedlings and water lilies.

there's not much water in the field.

Match the appropriate halves together.

Answer these questions.

1. Where do the fish live?
2. What animals live in the rice fields?
3. What plants are in the rice fields?
4. How can you catch fish in the rice fields?
5. Do you like snakes?
6. What do people do with lily plants?
7. When do the fish come into the rice field?
8. What bad things live in the water?
9. Is there a lot of water in the field when the rice is ripe?

STORIES ABOUT DY

The next three stories are first-person narratives by Som Dy. If your student can read at this level, explain that she will now meet, in stories, a new friend. Describe Som Dy: she's Cambodian, 25 years old, a widow. She has one young son. She was a farmer and a student in Cambodia. Now she lives in Tacoma, WA. She told these stories to her teacher.

After your student has read each story and done the suggested activities, get her to dictate a story about her own parallel experiences.

If your student cannot read at this level, use the pictures to initiate conversation about life in refugee camps. Ask her about what was good and bad about camp life, what she did every day in camp. Ask her to draw pictures of her camp, perhaps draw a map of where her house, her friends' houses and places she went (school, market, clinic) were. Then ask her to dictate a story about camp to you, or you can write a simple story with the information she has given you.

When Tola Was a Baby

My name is Som Dy. I am from Cambodia.

My son Tola was born in Thailand, in Sakeo Camp. I went to the hospital. Many women were there, having babies. Tola was born at 5:00 p.m. All the other women had boy babies, too. No one had a girl baby. Tola was the smallest baby.

I was very upset after Tola was born. There was not enough food. I didn't have any money to buy food.

I lived with my friend. She took care of me and Tola. I couldn't carry Tola because I was too skinny and weak.

Tola had a lot of hair. When he was six months old, I told my neighbor to cut his hair. It was too hot in camp.

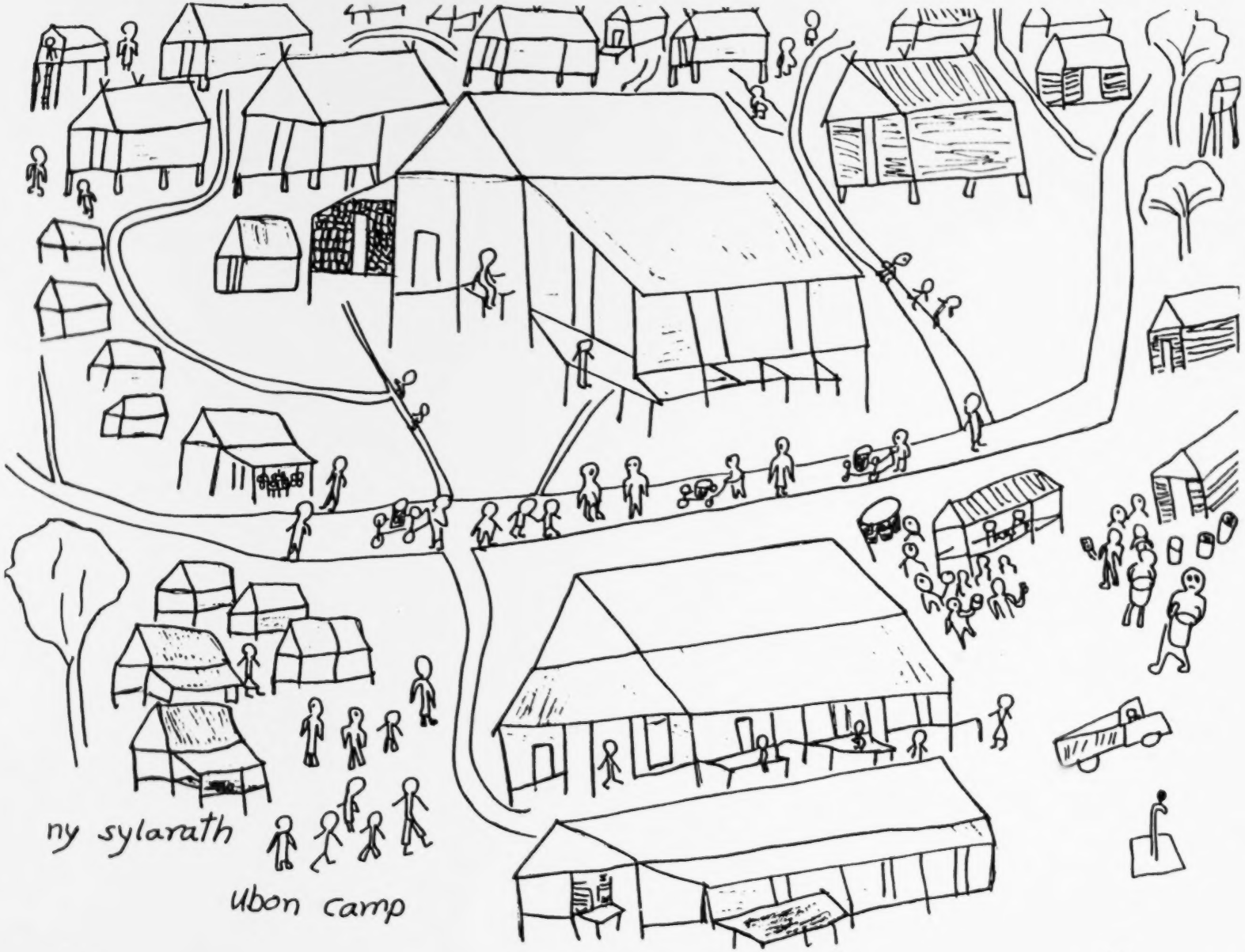
SUGGESTED ACTIVITIES

Underline all the new words. Define them. Use them in new sentences.

Using different-sized objects, demonstrate the use of small, smaller, smallest. Use water for the comparative forms of hot and cold, people or pictures for tall, short, thin, etc.

Draw a picture of a refugee camp.

Tell about the birth of her child.


ny sylarath
Ubon camp

How I Came to the United States, Part 1

After six months, I left Sakeo Camp. I went to Mairot Camp. I went on a bus. Tola slept.

I went to see about immigration. He asked me about my job and my experience. I said, "I don't have any experience." He asked me, "Can you speak English?" I said, "No, I can't." He said, "No immigration."

I worried, "Maybe I can't come to the United States." Somebody helped me have another class at Concern School. I studied English and I sewed the clothes. They paid me about fifty baht for one month. Tola went to school with me. When I sewed, he slept in the yarn.

I was studying three months in school, and I went to see Immigration again. He asked me, "What job do you have?" I said, "My experience is to sew the clothes, and I speak English a little bit." He said, "You can come to the United States." I said, "O.K."

SUGGESTED ACTIVITIES

Put These Events in Order. (Use sentence strips)

He said, "No immigration."

I saw Immigration again.

I left Sakeo Camp.

I studied and sewed.

I went to see Immigration.

He said, "You can go."

I rode the bus to Mairot Camp.

Answer These Questions.

1. How long was Dy in Sakeo Camp?
2. How did she get to Mairot Camp?
3. What did Tola do on the bus?
4. Why couldn't she come to the United States right away?
5. Where did she study?
6. How much money did she get for her job?
7. How much money did she have after three months?
8. Why did the immigration man say she could go to the United States?
9. Did you have a job at the refugee camp?
10. How much money did you make?
11. How long were you in the camp?
12. What did you study in school?

Make up a Dialog with the Immigration Person.

How I Came to the United States, Part 2

After Immigration said O.K., I went to Transit Camp. I was in Transit Camp about two months.

My friend was in camp with me. She left before me. She had one child, and she had a sister in the United States. I don't know where she lives.

It was difficult. Not enough food. No water to take a bath or wash clothes. They had a problem about the toilets - oh! it was awful!

At Transit Camp there was no school. You wait for the Mission Board, wait for a sponsor, maybe go to another camp.

After I left Transit Camp, I went to Bata'an Camp in the Philippines. I was there 5 or 6 months. I studied in Bata'an 3 months. Sometimes I worked: required work, one time a week. I watered flowers, cleaned the streets. A friend helped me with Tola. When I went to work, she took care of Tola. When she went to work, I took care of her child.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Put These Events in Order.

I waited.

I went to Bata'an.

I went to Transit Camp.

My friend went to the United States.

Answer These Questions.

1. Where did she go after she left Mairot Camp?
2. What were the problems in Transit Camp?
3. What camp did she go to in the Philippines?
4. How long was she there?
5. Did she study?
6. What was her job?
7. Where was Tola when Dy was working?
8. What were the problems in your refugee camp?
9. How many different camps were you in?
10. What did your children do when you lived in the camps?
11. How did friends help each other in the camps?

How I Came to the United States, Part 3

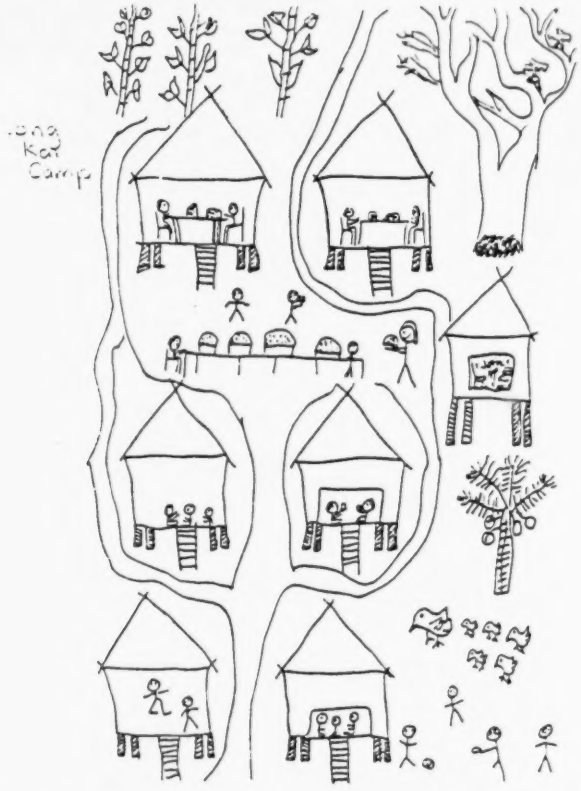
On June 14, 1984, I left the Philippines and came to the United States. I was afraid about the airplane, flying over the ocean about one and a half days. I looked out the window and saw big waves, and I was scared!

Tola was happy. He walked around and played on his seat, and talked to the flight attendant. He could say "yes" and "no" in English. The flight attendant gave him food when I was sleeping.

I arrived in San Francisco and took my I-94 and passport to Washington, D.C. I lived there about one week, then I came to Washington state. Oh! It's very cold here!

My cousin Chandara lives in Tacoma, Washington. I came here about three months ago, and I go to school at Tacoma Community House.

I can know English better here in the United States. I studied in the Philippines but I didn't know how to talk. Now I speak and understand better here.



SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Put These Events in Order.

I arrived in San Francisco.

I came to Washington state.

I left Bata'an.

I went to Washington, D.C.

Answer These Questions.

1. What month did she leave the Philippines?
2. Did she like the airplane?
3. What did she see out the window that scared her?
4. What did Tola do on the airplane?
5. Did Tola speak a lot of English?
6. Who gave Tola food?
7. What papers did she have when she came to the U.S.?
8. How long did she live in Washington, D.C.?
9. How long has she lived in Washington state?
10. Why did she come to Washington state?
11. Does she like the weather here?
12. How did you feel about your airplane ride?
13. Where have you been in the United States?
14. Do you have relatives in this city?
15. Do you like the weather?

Tell about your journey to the United States.

Look at a world map. Find your country, the country of the refugee camp(s) you were in. Find Thailand, the Philippines, the United States, Washington, D.C., Washington state, your city.

CAMBODIAN REFUGEES MAKE MOVIE

The information for the next story came from an article in the Los Angeles Times. You may find that some of the vocabulary gives problems. The words most likely to be new - and hard to define - are traditional, culture, heritage, adopted. If you have a bilingual dictionary available, go ahead and use it. But you may start some enriching and broadening conversations and get your student excited about telling about her culture if you have to get the ideas across without a dictionary. Go to the library for National Geographic issues and illustrated books about your students', and your own cultural tradition. Look for comparative pictures of "Old-fashioned" and "modern" customs, for photos of ceremonial events, traditional architecture and costumes.

Another concept that may give trouble is "the largest Cambodian population outside of Southeast Asia." You might demonstrate this with varying sized piles of beans at different locations in the room. "Most of the beans are on the table. Off of the table, most of the beans are in the cup on the chair." Then you might say, "The chair is California. There are a lot of Cambodians there. Over here, in France, there are some Cambodians, and some here in Australia. Most Cambodians are here in Southeast Asia (the table), but, outside of Asia, the most are here, in California." (Your student has to, of course, get used to the idea of making a map out of household objects, but I've found it helpful for acting out trips to the store, demonstrating relative distances and sizes of places, and enacting mini-dramas.)

Cambodian Refugees Make Movie

Every day for the last two months, Cambodian refugees have been acting out an old Khmer folk story on a hill near Los Angeles. They are making the first Cambodian movie ever made outside Cambodia.

The name of the movie is The Ap Mother. The director is Lee Bun Sun. He was a famous director in Cambodia before Pol Pot.

Sun said, "We are putting our traditional culture on film, so we will remember." Sun said that it is important for Americans to learn about Cambodia, too. "We want to share our heritage with our adopted land."

Nearly all 54 Cambodians making the movie live in Long Beach. That city has the largest Cambodian population outside of Southeast Asia - about 10,000.

53

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

1. Who is Lee Bun Sun? What is his job?
2. Where is he from? Where does he live now?
3. What are the Cambodians doing?
4. Where are they making the movie?
5. What is the movie about?
6. How many people are working on the movie?
7. Why are they making the movie?
8. Where do many Cambodians live now?
9. Do you like to go to movies?
10. What are movies about in your country?
11. Why is it important to make movies about traditional culture?
12. If you could make a movie, what would it be about?

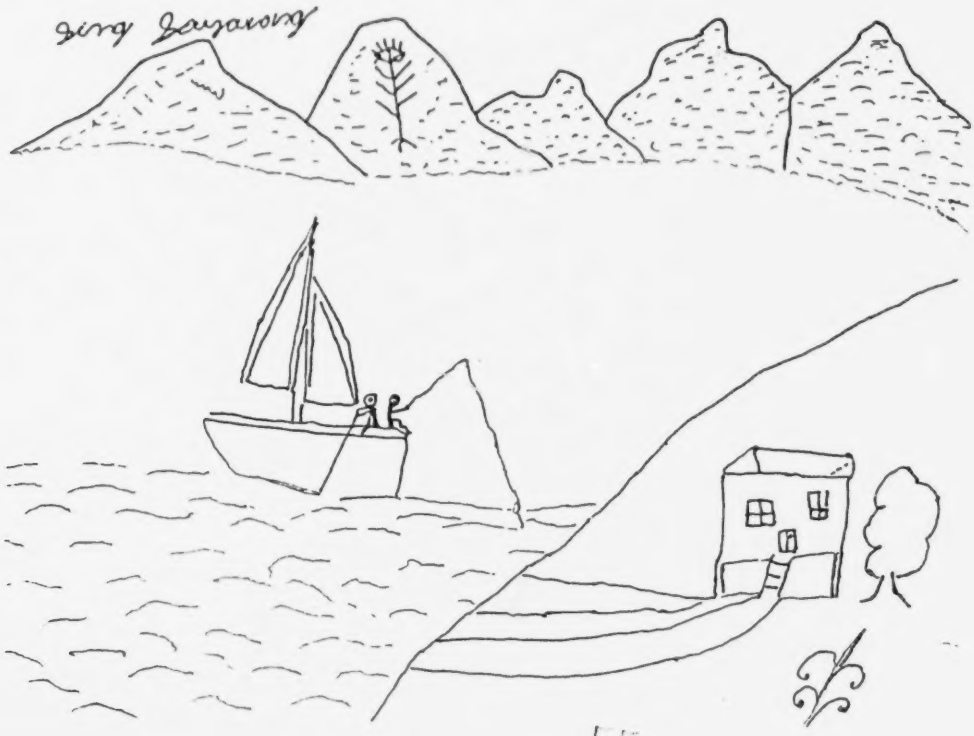
Go to a movie with your student, watch one on T.V., or get together with other tutors and students and rent a video. Slapstick and horror movies are the easiest to grasp with limited language.

MORANAK MOTHER

The following Cambodian folk tale, "Moranak Mother", will probably keep you and your student busy for quite a few sessions. As with all other readings, do it a little bit at a time. Do no more than one part a session. Read each paragraph aloud to her, and check right then to make sure she knows all the vocabulary. After finishing an oral reading of one section, let her look over the written story.

Following the oral reading of each section - and defining of new vocabulary as needed - ask plenty of comprehension questions to be sure the student has the gist of the story. Have your student ask you questions about it too, or if you have more than one student have them ask each other questions. Remember to "get personal" with some of the questions to make this story more relevant to your student: Have you ever felt like that? What happens in your country if a man wants two wives? What are your customs for funerals? What do you think the girl should do?

Two activities - in addition to questions and conversation - are suggested for each section of the story. You will probably want to supplement these with other oral and written activities as your student needs them.



Moranak Mother, Part 1

A man had one wife and daughter. They were happy and rich. They had a big house, the same as the president. The daughter's name was Comarey. The mother's name was Golcasey.

Another woman, named Chantia, wanted the man. She wanted his money. She had magic power. She made the man love her. She said, "Marry me." The man went to his wife and said, "I want another wife. What do you think?" Golcasey said, "You decide for yourself."

The man married Chantia. The second wife didn't like two wives. She wanted to be the only one. She told her husband, "First wife is no good. You kill her." Chantia put a spell on the man, so he was very cruel now.

He took his wife fishing. He told her to kill the fish. Golcasey was a Buddhist, so she would not kill the fish. He beat her with a paddle. He killed her. She fell down into the water.

When he came home, his daughter asked him, "Where is my mother?" He told Comarey, "She has another man. She doesn't want to come home." Comarey cried and was very upset.

The second wife asked her husband, "Is she dead now?" The husband said, "Yes. I killed her. She is down in the water now." Chantia told him, "Oh, you are very brave." She was very happy.

SUGGESTED ACTIVITIES

Identify New Vocabulary.

Ask Comprehension Questions.

Put These in Order. (Write on sentence cards)

The man and his first wife went fishing.
Chantia made the man love her.
The man was married to Golcasey.
The man killed his wife.
The man married Chantia.

Play Matched Pairs With These Sentence Halves.

They had a big house	because they were rich.
He wanted to marry Chantia	because she made him love her.
He was cruel	because she put a spell on him.
Golcasey wouldn't kill a fish	because she was a Buddhist.
Comarey cried	because she thought her mother was gone
Chantia was happy	because her husband killed Golcasey.

Moranak Mother, Part 2

Chantia had two daughters. They were named Chanty and Channy. They were lazy. They just played and ate a lot. They had many clothes. Chantia told Comarey to cut wood and find food. When she came back from finding the food, she had to clean the house and work hard. She didn't have enough food and clothes.

At night Comarey prayed to God, "Please tell me where is my mother." An angel told her about her mother. "Your father killed her, and she became a fish and lives in the water in the river near-by your house. You must bring food to your mother, so she can eat some."

And so that night she went to see her mother. She stood in the water a long time. "Mother, Mother, where are you? I'm coming to see you, bringing food for you to eat."

And the fish mother swam in front of her daughter and talked to her. The daughter picked up the fish and held it. She told her mother, "Last night I prayed to an angel, and the angel told me, 'Your mother became a fish.'" The fish mother said, "My daughter, come here every day. But be careful your father doesn't see you." Comarey said, "Never mind. When my father and his wife sleep, I can go out." The girl went every day, but she didn't want anyone to see her.

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Comprehension Questions.

Play Matched Pairs with These Questions and Answers.

Who were Chantia's daughters?	Channy and Chanty
Who was mean to Comarey?	Chantia
Who told Comarey about her mother?	An angel
What happened to Golcasey?	She became a fish.
Where did Comarey's mother live?	In the river
What did Comarey take to the river?	Food
What did the fish tell her daughter?	"Be careful."
When can Comarey go to the river?	At night

Fill in the Blanks.

At night, Comarey prayed _____ God, "Please tell me _____ is my mother." An _____ told her about her _____. "Your father killed her, _____ she became a fish and _____ in the water in _____ river nearby your house. _____ must bring food to _____ mother, so she can _____ some."

Moranak Mother, Part 3

One night Channy and Chanty saw Comarey take the food to the fish. When Comarey came back home they said, "Where were you?" Comarey said, "Oh, I went to see the river." They said, "It's not true. We saw you bring food, and we saw you hold the fish." Comarey said, "No, I didn't do that," and she went into the house.

Channy and Chanty told her father, "We saw Comarey last night. She went to the river and she took food."

Her father called Comarey to see him. "Where did you go last night?" She told her father, "I went to see the river." Her father said, "It's not true. Channy and Chanty told me they saw you take food."

At night she prayed to the angel, "Please help me when I bring food to my mother. I don't want anybody to see me."

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Comprehension Questions.

Fill in the Correct Form of the Verb.

saw see do did go went

1. Channy and Chanty _____ Comarey take food.
2. I went to _____ the river.
3. Where did you _____ last night?
4. I _____ to the river.
5. What _____ you do at the river?
6. I didn't _____ that.

Make Up a Conversation Between Comarey and Chanty.

Moranak Mother, Part 4

The next time Comarey brought food to her mother, she called her mother, "Come to eat food." The fish came, and she told the fish, "Mother, last night somebody saw me bring food." Her mother said, "Oh, my daughter, be careful. Do not come again. I can take care of myself. I am afraid your father will kill you." Comarey said, "It's O.K., Mother. Sometimes I can bring food for you because I want to see you and help you."

Channy and Chanty were hiding, and they saw her feed the fish again. Channy told her sister Chanty, "It is true. She is holding the fish." Channy told her sister to bring some food and do the same as Comarey. So Chanty called, "Mother, come to eat food." The fish came, and Channy caught the fish. The sisters said, "We'll take the fish and tell Mother."

Channy called her mother and said, "Mother, I caught a fish." Her mother said, "Where did you catch the fish?" She said, "This fish lived in the river. I saw Comarey hold the fish and feed it. Then I called the fish the same as Comarey called."

And Chantia said, "How did you call the fish?" Chanty said, "I called, 'Mother, come to eat food,' and then we caught the fish and brought it to show you." Channy said, "Maybe this fish is Comarey's mother. We should kill it, to cook for food."

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Comprehension Questions.

Who Said This? (Can be played as Matched Pairs)

"Come to eat food."	Comarey
"Last night somebody saw me."	Chantia
"Be careful."	Channy
"I want to see you and help you."	Chanty
"She is holding the fish."	Golcasey
"I caught a fish."	
"How did you call the fish?"	
"We should kill it."	

Draw a Picture of Chantia, Her Daughters and the Fish.

Moranak Mother, Part 5

Comarey didn't know what happened. Next night, she brought food to her mother and she called, but no fish came. She cried. She stayed on the bank of the river all day. But no fish came.

She went back home, and she prayed to the angel, "Please tell me, where is my mother." The angel came and told her, "Chantia, Channy and Chanty killed her to make food." Comarey sobbed and sobbed. The angel told her, "Don't be upset. Your mother came to heaven and became an angel with me." Comarey stopped crying, but she was very sad.

Chantia, Channy and Chanty finished eating, but there was still a skeleton of the fish. They dug a hole and put the bones under an eggplant. Channy and Chanty said, "Be careful, or Comarey will see us." Chantia said, "It doesn't matter. We are rich people now, and my husband doesn't like Comarey."

The angel came to see Comarey at night and told her, "Your mother's dead, but her bones are left. Channy and Chanty put the bones under an eggplant." So Comarey went to visit the bones under the eggplant. She dug up the bones. She took them to put under a Bo tree. Buddhists like to be buried under a Bo tree.

Her mother's spirit came to see her daughter. "I live in heaven now. Don't worry about my bones." And Comarey said, "Oh, Mother, you can help me. Take me with you." But the mother said, "No, I can't." Comarey was crying and wanted to follow her mother, but her mother was gone.

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Comprehension Questions.

What Happened Next? (Play as Matched Pairs)

After Comarey prayed	the angel told her what happened to her mother.
After Chantia, Channy and Chanty finished eating	they put the bones under an eggplant.
After the bad women buried the bones	Comarey went to the eggplant.
After Comarey dug up the bones	she buried them under a Bo tree.
After Comarey put the bones under the Bo tree	her mother's spirit came to visit her.

Scrambled Sentences.

Write each word of a sentence on a separate card. Give the student the card for each sentence, out of order; she puts them together into a sentence.

(You may need to provide the correct oral model first.)

Comarey didn't know what happened.

She stayed on the bank of the river all day.

Your mother came to heaven and became an angel with me.

They dug a hole and put the bones under an eggplant.

Comarey went to visit the bones under the eggplant.

Buddhists like to be buried under a Bo tree.

Moranak Mother, Part 6

Her father didn't know where Comarey was. His servants saw her under the Bo tree and told the father. He said, "you must catch her and bring her to see me."

Then her father asked her, "Why don't you want to stay home?" And Comarey said, "I don't want to stay home because I want to go with my mother." He said, "Where's your mother?" Comarey told him, "My mother lives in heaven and she comes to see me." She told her father what happened to her mother. "I put her bones under the tree." He didn't believe his daughter.

Chantia, Chanty and Channy heard what Comarey said. They had a bad idea - to take the bones and throw them away. One day they went to dig up the bones. They stood under the Bo tree. They didn't want anybody to see, so one daughter stood guard.

The tree warned them, "Do not destroy Comarey's mother's bones." They were scared, but they didn't want to listen to the tree's talk. It spoke again. "If you dig the skeleton, I must kill all of you." They were stubborn. The Bo tree said, "I warned you two times, now I won't talk any more." A branch broke, fell on them, and they died.

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Comprehension Questions.

Put These in Order.

Comarey told her father what happened to her mother.
The servants saw Comarey under the tree.
The tree killed the women.
Chantia, Channy and Chanty went to the Bo tree.
The tree warned the three women.

Put in the Correct Verb.

believe want listen know

1. Her father didn't _____ where Comarey was.
2. Comarey didn't _____ to stay home.
3. The father didn't _____ his daughter.
4. Chantia, Channy and Chanty didn't _____ to the tree.

Moranak Mother, Part 7

The husband, Comarey's father, said, "Where are Chantia, Chanty and Channy? Where did they go?" He told the servants to find them. The servants found them and saw how they died under the Bo tree. And they told him, "They are dead."

Comarey told her father, "They were not good to our family, because they wanted to get rich." Her father said, "Oh, it's my fault. Now I know myself. Chantia put a spell on me, made me crazy, and made me kill your mother. Now I believe your mother lives in heaven."

At home Comarey and her father prayed to the angel. Comarey said, "I don't want to stay alive. I want to be dead with my mother." The angel came to tell her father, "Now you stop making Comarey upset." He said, "What can I do?"

Comarey said, "You should make a funeral for my mother." Her father said, "O.K., I can do it." The servant men and women prepared things to make a funeral. After the funeral was over, the father lived with his daughter and servants. Comarey was happy that her father made the funeral, and no one upset her any more.

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Comprehension Questions.

Who Did It? (Do orally or as matched pairs)

Who found the dead women?	Chantia
Who wanted to get rich?	Comarey
Who put a spell on the father?	The father
Who lives in heaven?	The servants
Who prayed to the angel?	Comarey's mother
Who wanted to be dead?	
Who made a funeral?	

REVIEW

List All New Vocabulary Words.

Use each word in a sentence.

Alphabetize the words.

Categorize the words as "Nouns", "Verbs" and "Other"

Put These In Order.

Channy and Chanty caught the fish.

The father made a funeral.

The father married a second wife.

Comarey moved the bones to a Bo tree.

Chantia, Channy and Chanty buried the bones under an eggplant.

The husband killed his first wife.

The tree killed the three women.

Comarey took food to her mother in the river.

Draw a Picture about the Story.

Act Out a Dialog from the Story.

WHEN THE COMMUNISTS CAME

This story may have a lot of emotional impact for some students. You may want to read it only a paragraph or two at a time and go over it in detail as you do with other readings, or you may choose to read less for precise comprehension and more as a stimulus for conversation. Remember that refugees come from a variety of political backgrounds and have had different experiences with varied governmental forms. Not all refugees' history parallels that of the Cambodians', and so you may end up either in a discussion of your student's particular experiences or her opinions of different governments, or who knows what? Wherever the discussion leads, just remember it's all good practice in English!

BEFORE THE COMMUNISTS CAME

When the Communists Came

After I was 20 years old, the Communists came to the city, and I never lived with my family again. Pol Pot took me to the rice fields, to dig ditches. I was about five miles from my grandmother's house.

My grandmother was upset. She didn't want me to go away from her. She cried and cried. She told me about the Communists. "Be careful. Don't talk to the Communists about what your parents did before the Communists came to the city." I said, "I know the Communists are very bad people."

The Communists took daughters and sons away from their parents and told the daughters and sons to dig ditches and work hard. They only wanted the people to have one or two pieces of clothing. I asked my friend to tell my grandmother to send me clothes. But my grandmother didn't give my friend any clothes. She wanted me to come for it myself.

I had to sneak away to see my parents or my grandmother, so the Communists didn't know I went to see my family. My grandmother wanted me to come see her, then she could talk with me about the food I had to eat. She made food and hid it for me. My grandmother was so upset. She never saw such bad people. In the city, the Communists only gave one spoon of rice a day for each person.

One day the Communists took my father away from my mother to the mountains, to make a bridge. He worked hard. A lot of people built the bridge. They used picks to break the rock. After about five months, the Communists told my father he could go see my mother for a visit. My father looked so skinny! Oh! my mother was crying!

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

How old was Dy when the Communists came?

Where did the communists take her?

What work did she do?

What advice did her grandmother give her?

What problems did people have when the Communists came?

Why didn't the grandmother send Dy clothes?

What did the grandmother do to help Dy?

What happened to her father?

Drill the present and past tenses of these verbs:

dig	(dug)
hide	(hid)
sneak	(sneaked)
build	(built)

Drill the formation of negative past tense sentences.

e.g.,

She wanted me to go.	She didn't want me to go.
She gave me clothes.	She didn't give me clothes.
She saw the people.	She didn't see the people.

etc.

True or False?

Dy dug ditches.

It was easy to go see her grandmother.

She didn't have enough clothes.

Her grandmother didn't hide food for her.

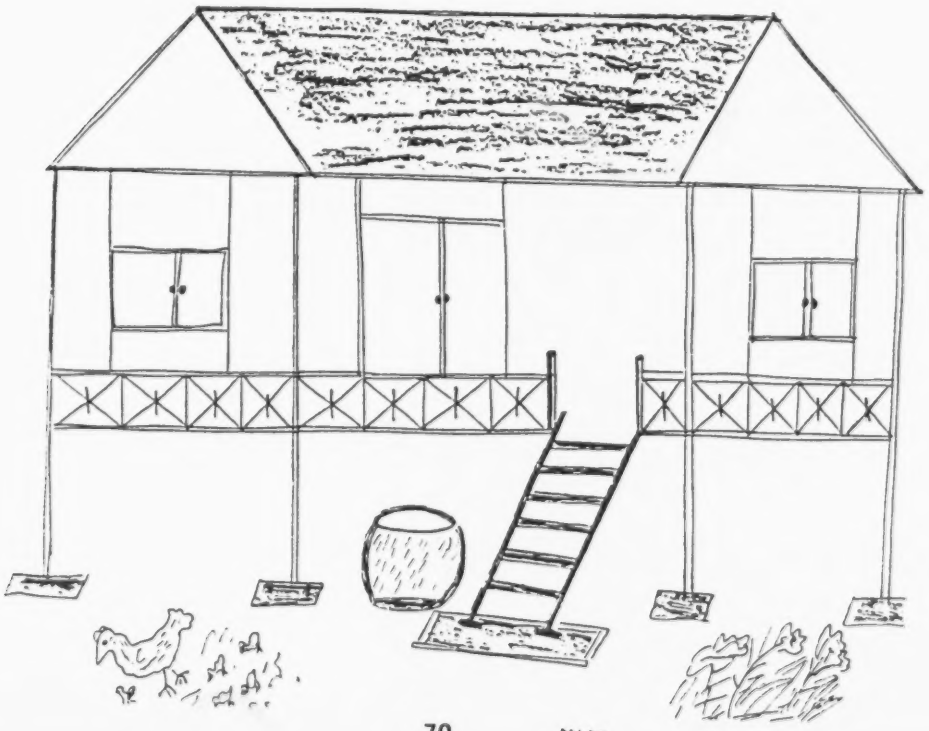
Her father didn't get enough food.

My Family's Farm in Cambodia

The pictures accompanying the farm stories can be used to elicit quite a lot of information from your student. As Americans, we have a lot to learn about how other folks live their lives. As your student tries to explain it all to you, her English skills will grow. The pictures show several arrangements of families and farms. Some families lived on their farms, other maintained houses separately from the farm and had to travel to get to work. Some walked, some rode buffalo or bikes. Some families farmed alone, other worked cooperatively with other families, some hired extra workers.

After discussing these pictures, get your student to draw a picture of her own village or her neighborhood in the city. Ask her to give you directions how to get from one place to another on her map. Move from this to making a map of her current neighborhood and learning how to read commercial maps. Branch out into a discussion of work habits - how people decide on a job, get there, divide work with others.

If you use the stories here as a reading exercise, you will notice that Dy had definite ideas of how to live her life -and was not always in agreement with those around her. This gives you the opportunity of introducing and drilling the use of the negative form.



My Family's Farm in Camdodia, Part 1

My family had a house in the city Battambong. Our farm was in the country, about ten miles away. Sometimes we lived in the city, sometimes at the farm.

My father and mother didn't want to work in the rice fields. It was very hard work. Sometimes another person lived with my family. My parents told him to take care of the rice, and he did it.

I worked in the rice field sometimes. I didn't like it. Mother said, "You can learn how to do it." I said, "Oh, no!" Once when I was cutting rice, I cut my finger. My father said, "Stop cutting rice." I was too small, about eleven years old.

I was afraid of the bugs that eat the rice. When the seedling was pulled up, I could see the bugs. My mother said, "Don't play in the water." There were small animals in the water. If they bite you, you get very sick or die.

I wanted to stay home, and go to school and study.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

Where did Dy's family live?

How many houses did they have?

Who worked in the rice fields?

Did Dy like to work in the rice fields?

Why not?

Why didn't she play in the water?

What did Dy want to do?

When you were a child, did you help your parents?

Tell about the work you did.

What work do you like?

What work don't you like?

Put in the Right Verb.

cut told were was worked lived

Our farm _____ in the country.

Another person _____ with my family.

My parents _____ him to take care of the rice.

I _____ in the rice fields.

I _____ my finger.

There _____ small animals in the water.

My Family's Farm, Part 2

My father worked hard to make more money. He liked to grow pineapples, oranges, vegetables, guavas and toddy palm. I didn't like the oranges or pineapples, but I liked the guavas. I brought a lot from the farm to give my friends and family.

My family cut about 500 pineapples to sell to a company to make juice and sugar. You have to wear gloves or you get cut. I didn't like pineapples because they cut my tongue. Once I took a pineapple. I ate a little bit and threw the rest away. My father said, "Oh,no! Why did you do that?" I said, "Because I don't like it."

When my father grew oranges, he called the boss to come see the oranges when they were ripe. The boss bought the oranges.

We also grew sweet corn, peanuts, mung beans and papayas on our farm. I didn't like to pick the beans. They had worms on them. In Cambodia, people don't like papayas. They are cooked for pigs.

SUGGESTED ACTIVITIES

Identify, Define and Use New Vocabulary.

Answer These Questions.

Did Dy's father grow only rice?
What fruit did they grow on the farm?
What other food did they grow?
Why didn't Dy like pineapples?
What didn't she like about farm work?
What did they grow pineapples for?
Who eats papayas in Cambodia?
If you had a farm, what would you grow?
What fruits do you like best?

Go To a Market (preferably one with exotic canned fruits and vegetables). Identify all the fruits and vegetables in English and your student's language. Buy some and try something new.

Circle the words with the same vowel sound as RICE. Underline the words with the same vowel sound as CITY.

rich lived time did
it like finger
in bite sick die
liked pineapple give
bit ripe pigs

SUGGESTED ACTIVITIES

Circle the words with the same vowel sound as PAY. Underline the words with the same vowel sound as PAD.

family away and can

afraid play animals

stay make company

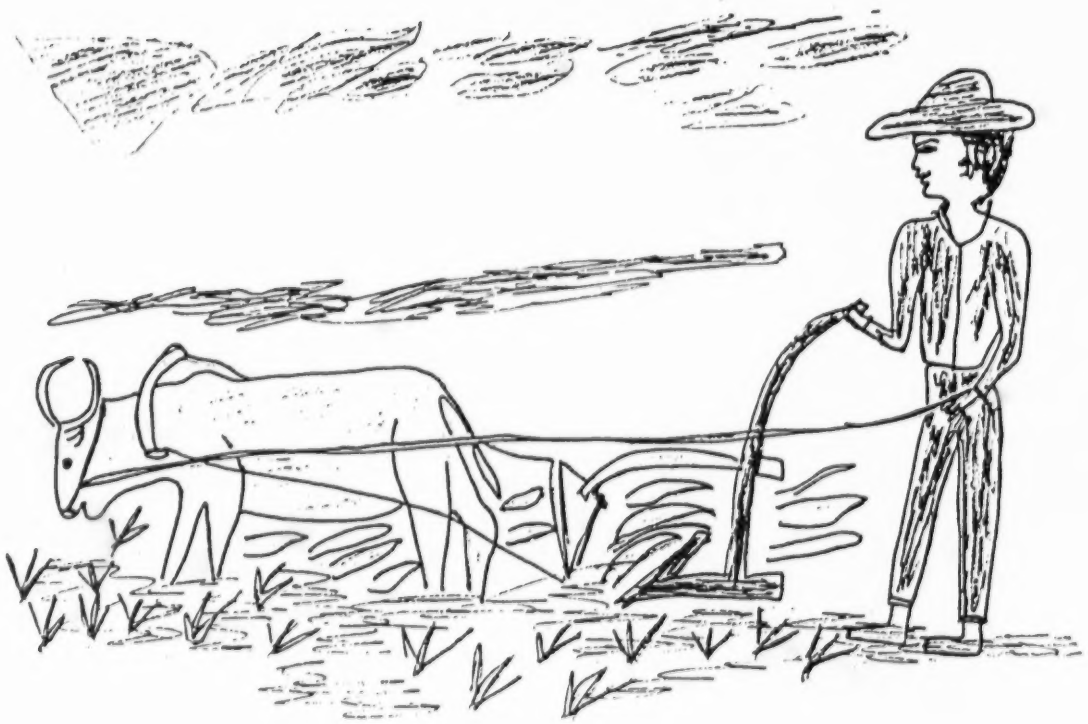
have ate had

Use five of the words from the last exercises in sentences.

MORE ABOUT GROWING RICE

Here's another opportunity for a student with farming experience to describe her work in her homeland. By now she may have more vocabulary and fluency and will be able to expand on the story she told earlier. Use conversation with your student and the farming pictures to elicit a new story.

The story in the book, "More About Growing Rice", introduces the use of the passive voice. This is appropriate for higher level students.



More About Growing Rice

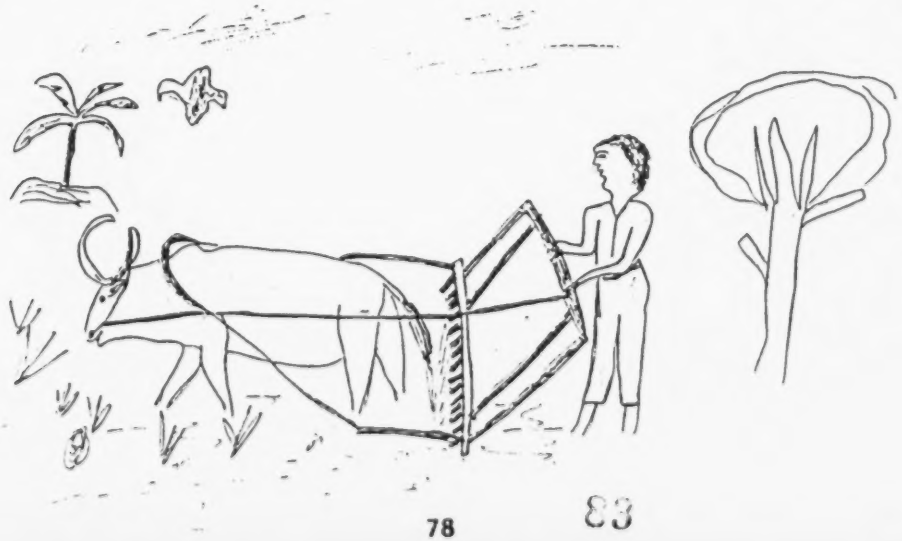
Some people use a tractor to plow. Some people use cows. In Thailand, one cow pulls the plow, but in Cambodia the farmers use two cows. Sometimes the field is plowed after the rice is planted.

After the field is plowed, people pull up the seedlings to plant in the rice paddies. The rice is ripe in 6 or 7 months. Then it's ready to be harvested. Sometimes a machine cuts the rice, sometimes people cut it with a sickle. The stalks are knocked down so it's easier to cut the rice. But, oh! it's hard work! The weather is so hot.

After the rice is harvested, it is winnowed. People put it in a basket, then throw it up in the air. The chaff blows away. Then the rice is spread on the ground to dry. It dries in 3 or 4 months.

People put the rice in 200-pound bags. Each family grows maybe 100 or 200 bags of rice. The family sells some of the rice and eats the rest.

A family can work very hard for one year, then not work in the rice fields for two years. Sometimes a farmer rents his field to someone else. They pay about 50 baht a year or pay rice. When farmers are not growing rice, they grow fruits and vegetables.



SUGGESTED ACTIVITIES

Write each sentence on a card. Match each card to the appropriate picture on the facing page.

The man is working in the rice paddy.

The woman is harvesting the beans.

The flower is on a long stalk.

He is knocking down the grass.

The woman is winnowing the rice.

The chaff is blowing away.

Introducing the passive.

Many times in English, there are two ways of saying the same thing. Look at this picture.

What is the woman doing?	(She's sweeping the floor.)
What is happening to the floor?	(It's being swept.)

On the next page, all the sentences in the left-hand column ("active voice") answer the question, what does someone do? (e.g., what does the farmer do, what does the cow do?) All the sentences in the right-hand column ("passive voice") answer the question, What happens to something? (e.g., what happens to the field, what happens to the plow?). Go through all the sentences, with the teacher asking the appropriate question, and the student reading the answer (first active, then passive for each one). With the last five sentences, see if the student can fill in the right words for the passive voice.

ACTIVE VOICE

1. The farmer plows the field.
2. The cow pulls the plow.
3. People pull up seedlings.
4. Farmers harvest rice.
5. A machine cuts the rice.
6. The man knocks down the stalks.
7. The women winnow the rice.
8. The farmer spreads rice in the ground.
9. The family sells the rice.
10. The farmer rents the field.

11. The woman washes the clothes.
12. The mother cleans the house.
13. The sister helps her brother.
14. The man carries the bag.
15. The girl opens the windows.

PASSIVE VOICE

1. The field is plowed by the farmer.
2. The plow is pulled by the cow.
3. Seedlings are pulled up by people.
4. Rice is harvested by farmers.
5. The rice is cut by a machine.
6. The stalks are knocked down by the man.
7. The rice is winnowed by the women.
8. The rice is spread on the ground by the farmer.
9. The rice is sold by the family.
10. The field is rented by the farmer.

11. The clothes _____ _____ by the woman.
12. The house _____ _____ by the mother.
13. The brother _____ _____ by his sister.
14. The bag _____ _____ by the man.
15. The windows _____ _____ by the girl.

SUGGESTED ACTIVITIES

Write Individual Words on Cards. Assemble into Sentences.

Put these words in order to make the sentence: The farmer plows the field.

plows The field
the farmer .

Put these words in order to make the sentence: The field is plowed by the farmer.

the farmer . by
plowed The is field

Put these words in order to answer the question: What do the women do?

The . winnow rice the women

Put these words in order to answer the question: What happens to the rice?

by the winnowed The
is rice . women

Put these words in order to answer the question: What does the clerk do?

sells clerk The shoes .

Put these words in order to answer the question: What happens to the shoes?

by The sold are shoes
clerk the .

LIVING WITH MY GRANDMOTHER

The next story about Dy is in two rather long sections. You might want to spend several sessions on each section, reading and discussing only a paragraph or two each session to insure comprehension. Save the suggested activities for review.

This story might be a good stimulus for a discussion of family customs and the differences between an ideal family and a real situation. It can be less threatening to a student to talk about a third person, e.g., the Dy of the story, rather than about herself.

Living with My Grandmother, Part 1

My mother needed me to help her work. My father didn't teach me how to work in the rice, so I learned myself. My mother made me work all the time. She made me cry. My father didn't want me to work. I was his favorite child. I was smarter than my sister because I went to school. My mother was mad about that. She said I needed to learn how to work so I wouldn't be lazy when I grew up.

My mother never went to school. Her family couldn't read or write. They didn't like me because I didn't want to talk about work. I talked about studying.

Sometimes when my mother went home and left me in the field, I ran away to my grandmother's house. I told my father, "I don't want to do that work. Can I go to my grandmother's house? He said, "Yes, you can."

When I was twelve years old, I stopped living with my parents. I lived with my grandmother (my father's mother) and my aunt. Grandmother kept me at her house. I told her what my mother told me about hard work. She said, "Stop living with your mother and father. You can live with me." I said, "O.K."

I went to school in the day. I studied the Cambodian language with my aunt at night. My grandmother cooked food for me and my aunt. I was very happy, living with her. Nobody told me to work hard. I studied and I played with my friends.

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SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

Why did her mother make her work hard?
What work did she do?
Did her father want her to work hard?
Why didn't her mother's family like her?
What did Dy want to talk about?
Where did Dy go sometimes, when she didn't want to work?
How old was she when she moved to her grandmother's house?
What did she do at her grandmother's house?

Play Matched Pairs With These Sentence Halves.

I had to work	because my mother needed me.
I cried	because it was hard work.
My mother was mad	because I was smarter than my sister.
My mother's family didn't like me	because I liked school more than work.
I ran away to my grandmother's house	because I wasn't happy at home.
I was happy at my grandmother's house	because I could study and didn't have have to work hard.

Living with My Grandmother, Part 2

My grandmother said, "I love you very much because you are the eldest granddaughter. Sometimes I'll talk to your parents about buying a bicycle and books for you and clothing." I had to pay money for school, books and a uniform. It was hard to ask for money. My grandmother was poor. But she asked my parents for money. They were rich.

My father told his mother, "I don't want my daughter to live with me because my wife is very mad, and sometimes she hits my daughter." Grandmother said, "Yes, I love my granddaughter. I don't want anybody to hit her."

I lived with my grandmother a long time, until I grew up. When I was eighteen years old, I went to visit my parents. My mother said, "Now you are eighteen. You must know about morals. Be careful. Don't go far from your grandmother. Don't take a walk." I said, "That's O.K. Don't worry about me. I can take care of myself. I know about morals."

My mother didn't want me to find a husband by myself. She waited for someone to ask her to marry me. Sometimes maybe when I walked to the movies, a man saw me and said, "Oh, I enjoy her." He told his mother to talk to my mother and ask me to be his wife.

My mother talked to me about this man. I said, "No, I'm too young. I don't want to marry." My mother told him, "She can't work. She can't cook." He said, "That's O.K. I can take care of her." I said, "No, I don't want to marry. Maybe later you'll break my heart or hit me."

I wanted to study so I could get a job in the city, and I wanted to be smarter than my husband when I got married. If the wife isn't smarter, the husband can break her heart. He makes more money, he gets another wife, and she just has to work hard.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

Why did the grandmother love Dy?
What did Dy need money for?
Why didn't the father want Dy to live at home?
Why did her mother talk to her about morals?
Why didn't Dy want to get married?
Why did she want to study?
How do women find husbands in your country?
Do children ever live away from their parents in your country?
Did you ever live away from home?
What do you think "moral behavior" is for an 18 year old girl?

Draw Your Family Tree.

Identify the eldest and youngest members of each generation.

Make Up Dialogs Between the Following:

A child who doesn't want to work on the farm and her mother.
The mothers of a young man and woman who might get married
A mother who is worried about her daughter's morals and the daughter.
A man who wants to get married and a woman who doesn't want to get married.

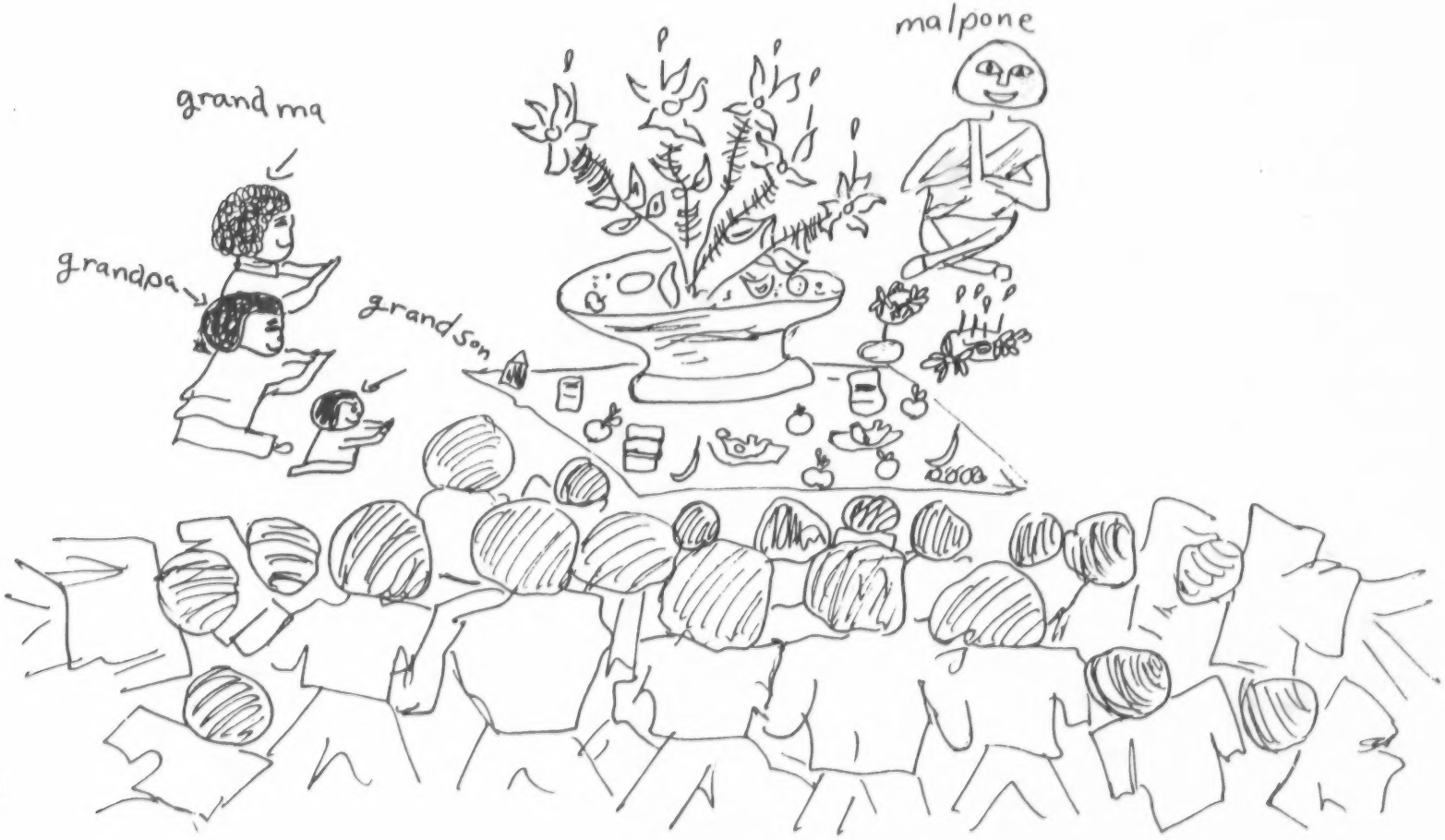
A WEDDING IN CAMBODIA

I introduced this topic by bringing in pictures of weddings from several different cultures - Israeli, Chinese, Mexican, Irish, Japanese, Indian, Middle American (mostly gleaned from National Geographic and some children's social studies books from the library).

My student's marriage had been short and traumatic: she didn't want to talk about it. She had, however, been to many festive weddings as a child and enjoyed describing those celebrations.

Your student may be curious about American marriage and wedding customs. If so, pictures of weddings, a trip to a bridal boutique, or an invitation to a real wedding would all be helpful introductions to American customs and a good opportunity to expand vocabulary and practice English.

Laos makes party like this



A Wedding in Cambodia, Part 1

When a man wanted to get married, he talked to his parents and told them he wanted a woman to be his wife.

The parents asked, "Who do you want to be your wife?" He said, "I like the neighbor." His parents went to talk to the woman's mother.

At the woman's house, the man's parents said, "Today we come to your house to talk. Our son said he wants your daughter to be his wife. Can we ask some things about your daughter?"

The woman's mother said, "O.K."

"Does your daughter have a boyfriend? Does she still go to school?"

The woman's mother said, "Oh, my daughter still goes to school. She still is young and doesn't have a boyfriend."

The the man's mother said, "Can I buy her to be my son's wife?"

Sometimes a woman's mother decides by herself about the marriage. Sometimes she calls her daughter and asks her about the man. If the daughter doesn't like the man, she says, "No."

This time, the daughter liked the man, so she said, "Yes."

The woman's mother told friends of the family to tell all the neighbors, "Today the man's parents asked about marriage. My daughter said, 'O.K.'". The wedding was a month or two later. The woman's mother invited all the friends to the wedding.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

Did the man or woman decide to get married first?
When a man wants to get married, who does he talk to?
What do the man's parents ask about the woman?
Who decides if the man and woman will get married?
Who will come to the wedding?
How did you meet your husband (or wife?)
Who decides about marriage in your country?

What Is the Question for Each Answer?

Yes, she goes to school.
No, she doesn't have a boyfriend.
Yes, you can buy her.
Yes, I like him.
No, I don't want to get married.

A Wedding in Cambodia, Part 2

When they got married, they had a lot of food. They had music, singing songs. The song invited the bride to sit together with the groom. They listened to special music.

Many people sat around the bride and groom. The priest came at night. He put flowers in a bowl of water. Then he sprinkled the bride and groom with water. They had yarn, to tie their wrists. The groom's parents tied the yarn around the groom's wrist and around the bride's wrist. Many people - friends and neighbors - tied a piece of yarn on the bride's and groom's wrists. The yarn was for a blessing. After they finished, the priest went to the Buddhist Temple, and the bride and groom went to different beds in different rooms.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Put These in Order.

The people tied yarn on the bride's and groom's wrists.
The man told his parents he wanted a wife.
The woman said she wanted to get married.
The song invited the bride to come out.
The priest sprinkled the bride and groom with water.
The man's parents talked to the woman's mother.
The bride and groom went to their rooms.
The woman's mother invited many people to the wedding.

Make Up a Dialog Between Two Guests at a Wedding.

A Wedding in Cambodia, Part 3

They had soft drinks for the guests at night. The next day they had the blessing again. They sat together. The son's parents sprinkled the water, and the woman's parents sprinkled water on the bride and groom. The priest gave the blessing. A candle was passed around the people seven times. After two hours, they finished.

The bride and groom went to the bedroom together. The bride gave a cigarette to the groom to smoke. The groomsmen and bridesmaids played a joke on the bride and groom. They blew out the cigarette, it didn't burn. The groom was mad and laughed at the same time. The bridesmaids wanted the bride and groom to kiss. Then they laughed.

The man's and woman's parents prepared food for the guests. The guests ate a lot of food. They drank soft drinks, wine and iced tea. The bride and groom stayed in the bedroom. When the guests finished eating, they went home.

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SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

Who sprinkled water on the second day?
How many times did they pass the candle?
What did the bridesmaids and groomsmen do for a joke?
Where did the bride and groom go?
What did the guests do?
What did the guests drink?
Did people play a joke at your wedding?
What do the guests do at a wedding in your country?

Draw a Picture:

Of what you think the Cambodian wedding looked like.
Of a wedding in your country.

A Wedding in Cambodia, Part 4

After the guests went home, the bride and groom came out to eat food with their parents. Then they went back to the bedroom to clean their room and pick up clothes. Their friends helped clean up the dishes. After they cleaned everything up, the parents called the bride and groom to sit in front of them. The parents gave them advice.

The new couple lived with their parents. Sometimes a couple lives with the groom's parents, sometimes the bride's parents. At first, the family didn't tell the bride and groom what to do. A few months later, they could tell them to work.

They were a new family. They didn't have a cow. Maybe in one year they could move and have their own house.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

Who cleaned up after the wedding?
What advice do you think the parents gave the bride and groom?
What do you think the bride and groom did when they moved to their parents' house?
Why would the bride and groom move to their own house?
Where does a young couple live in your country?

Scrambled Sentences.
(Write each word of a sentence on a card. Mix up the order, then have the student assemble the sentence.)

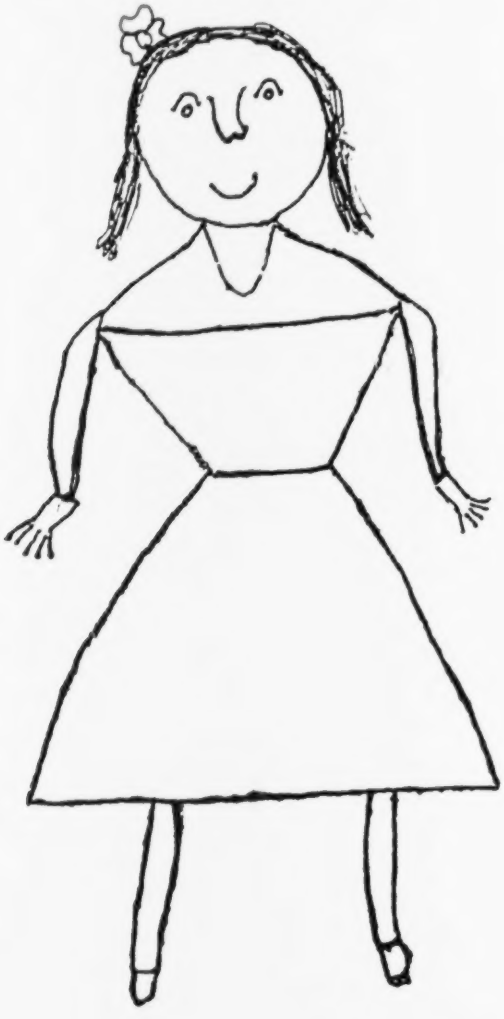
The man's parents asked the woman's parents about marriage.
The woman's mother invited all the friends to the wedding.
The priest sprinkled the bride and groom with water.
The yarn was for a blessing.
The bride and groom went to the bedroom together.
The guests ate a lot of food.
The family and friends cleaned up.
The new couple lived with their parents.

Put the Above Sentences in Order.

Tell a Story About a Wedding in Your Country.

THE MERMAID

Although this story is titled "The Mermaid" - and was indeed told by the student after she saw a painting of a mermaid - the character who becomes a mermaid doesn't appear until part 3. Parts 1 and 2 are a self-contained story that only sets the scene for the story about the mermaid. You will probably need to spend several sessions on each part of the story. It might help to act out the action - using puppets, paper dolls or stuffed animals and dolls, or you and your student taking roles. Bringing in books of illustrated folk tales may inspire your student to tell a story of her own, too.



Sing Sayavong

The Mermaid, Part 1

A long time ago, there was a beautiful girl. Her mother and father were rich. One day the girl went to play in a park. Many servants went with her. She walked in the forest, and a big snake wrapped around her and ate her.

The servants were afraid. They went home and told her mother and father. Her mother said, "Oh, my God! I only have one child. Why didn't you take care of her?" The servants said, "Oh, we were afraid."

After midnight, the snake crawled to the girl's home, to her bedroom. He coughed up the girl. She had fainted.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer the Questions.

Were the girl's parents rich or poor?
How many children did the mother and father have?
Who went with the girl to the park?
What did the snake do to the girl?
Why didn't the servants help the girl?
When did the snake go to the girl's home?
How did the girl get out of the snake?

Fill in the Blanks.

A long time ago,_____ was a beautiful girl. _____ mother and father were _____. One day the girl _____ to play in a _____. Many servants went with _____. She walked in the _____, and a snake wrapped _____ her and ate her.

The Mermaid, Part 2

The girl woke up, and she saw a handsome man. The snake wasn't a real snake. It had become a man. She said, "What do you want?" He said, "Don't be afraid."

She asked, "Who are you?" He answered, "I'm the snake." She said, "I don't believe you." He told her, "If you don't believe me, I can show you." And he turned into a snake again.

The girl cried out, "Oh, my God! I don't want you to be a snake. Change back into a man, and I will live with you."

So the man came out of the snake body. He was alive, but the snake body was dead. He told her to burn the body. When she had burned the body, it turned into money and gold. Now they were rich. She hid the money.

The daughter took the man to show her mother and father. They were very surprised and said, "Oh, we thought you were dead. But you are still alive!"

She explained that the snake wasn't real. It was a man who had magic power. "He can make money and gold," she told her parents, "and I want to marry him."

The snake man showed the parents the money he had made for their daughter. They said, "Oh, it's a lot of money!" and they agreed the girl could marry the man.

SUGGESTED ACTIVITIES

Identify, Define and Use the New Words.

Underline the words that show someone was talking.

Circle the words that mean the same as "became".

Put These in Order.

The girl burned the snake and it became gold.
The snake turned into a man.
A snake swallowed her.
The girl married the man.
The girl walked through the forest.
The servants ran back to tell her mother what happened.
The snake crawled to the girl's room.
The girl showed the handsome man to her parents.

The Mermaid, Part 3

The neighbors heard about this, that the girl married a snakeman who could make money and gold. They had one daughter, and they wanted her to marry a rich man. They took their daughter to the park and told her to walk around in the forest. When she went into the forest, a real snake bit her and started to swallow her whole.

The mother was very happy. She thought this was another magic snake. So she carried the snake - which was swallowing her daughter - home and put it in her daughter's bedroom. She told her daughter, "This snake is your husband."

The girl cried out, "Mother, this snake is swallowing me." But the mother just left her in the room and closed the door. The girl screamed and said, "The snake is swallowing more of me!" "Your husband is just joking with you," her mother said.

Again, the girl screamed a lot and called her mother. "I'm going inside the snake!" But again her mother said that her husband, the snake, was joking.

After a while, the daughter stopped calling out. So the mother opened the door and saw that the snake was sleeping. It was very fat, because it had eaten the girl. Then she understood that it was a real snake. The mother was very afraid and screamed and called everybody to help.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Play Matched Pairs with These Sentence Halves.

The neighbors heard	that the girl married a magic snake-man.
They sent their daughter to the park	so she could meet another snake-man.
The girl was afraid	because she was being swallowed.
The mother was happy	because she thought the snake was magic.
The snake was fat	because he ate the girl.
The mother was afraid	because she saw the snake really ate ate her daughter.

Draw a Picture of the Snake.

Make Up a Dialog Between the Mother and Father of the Girl. (When they decided to take their daughter to the park.)

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The Mermaid, Part 4

Some people came with a knife. They slit open the snake. The mother saw her daughter had fainted inside the snake. The snake died when it was cut, because it was a real snake.

The mother took her daughter and gave her a bath. When the girl woke up, she wanted to go down to the river, to wash and swim. The mother took a bowl to pour water over the girl.

At the river, the mother kept asking, "Do you want to sit here and take a bath?" But the girl was restless - she kept going here and there. Finally she said, "Mother, I'll sit here. Give me the bowl."

So the mother gave her the bowl. The girl put the bowl on her head like a hat and swam to the deep part of the river. "I'm hot. I want to stay here in the deep water," she said. The mother was worried and said, "Don't go too far away from me. Don't stay in that deep water too long."

Then the girl told her mother, "I cannot live with you ever again." The mother cried, "Why?" The girl answered, "Because I want to be in the water now." Her legs were like a fish now. She had become a mermaid.

The mother called, "Come back!" But the daughter didn't listen. "Good-by, mother," she called as she swam away.

The mother cried and cried. She told the neighbors what had happened - how her daughter had put a bowl on her head and had become a mermaid and had swum away.

The mother went to the river, to take food to her daughter, but the girl didn't come. Then, in the winter, the river froze. At that time, the daughter came to see the mother, but she didn't talk or eat the food.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Put These In Order.

The girl put the bowl on her head and swam to the deep part of the river.
The mother sent the girl to the forest.
The mother and girl went to the river.
The mermaid came to visit her mother in the winter.
A snake ate the girl.
The girl became a mermaid.
Someone cut open the snake.

Make Up a Dialog. (Between the mother and a neighbor who asks where the daughter is.)

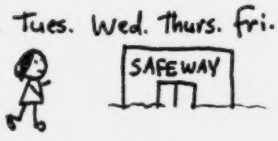
SUGGESTED ACTIVITIES

Introducing the past perfect tense.

The use of past perfect tense is introduced in this story. While the student may not be ready to use this tense in her daily speech, she may be ready to recognize it when she encounters it. This story can serve to illustrate the use of this tense. You may want to use visual aids and acting out to demonstrate the function of this tense.

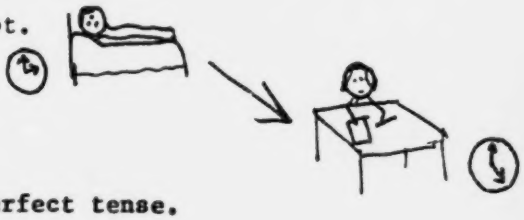
(present continuous) Right now, I am standing.

(simple present) Every day I walk to the store.



(simple past) Yesterday I wrote a letter.

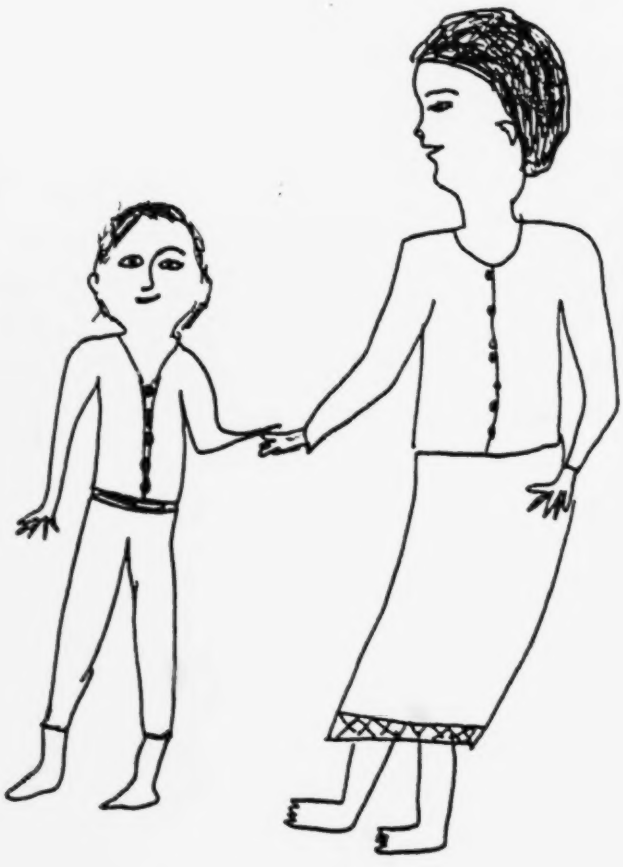
(past perfect) But <u>before</u> I wrote, I had slept.



In Section 4, underline all the examples of past perfect tense.
Tell what happened first, then what happened.

STORYTELLING and MY GRANDFATHER AND THE TIGER

The next three stories were the result of a conversation about the effects of grandparents on children. Refugees' remembrances of their grandparants can be a strong link between the old culture and the new. Help your student to write down some stories about her grandparents. They will be a treasured legacy for her grandchildren.



Storytelling

Sometimes the grandmother and grandfather don't go to work. They stay at home and take care of the grandchildren and teach them the old stories.

The children listen to the grandparents. They like to listen because the stories are scary. The grandparents talk about ghosts, tigers, monkeys and monsters like King Kong.

The grandparents say, "The ghosts, monkeys and tigers are mean. They live in the forest. When they see people walk in the forest to look for wood to cut, sometimes the tiger bites the people, and they die in the forest." Then the children say, "Oh! I'm afraid! I don't want to go in the forest."

The grandparents tell the children the scary stories so the children stay close to the house and don't run away. But sometimes the grandparents tell the children to bring something to them, something they need, and the children say, "Oh, I can't do it. I'm afraid of tigers and ghosts."

One time when my grandmother was small, she saw a tiger through the spaces in the bamboo floor. The tiger was under her house. It had big eyes. She screamed!

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Use These Words in the Sentences.

and want bites in live listen work
a for forest of stay the

The grandparents don't go to _____.
They _____ home.
The children like to _____ to the stories.
The tigers and monkeys _____ in the _____.
The people walk _____ the forest to look _____ wood.
Sometimes the tiger _____ the people.
"I don't _____ to go _____ the forest."
"I'm afraid _____ tigers _____ ghosts."

Scrambled Sentences.
(Write each word on a card. Given all the cards for one sentence, out of order, arrange the cards to make sentences.)

Sometimes the grandmother and grandfather don't go to work.
They stay at home and take care of the grandchildren.
The ghosts, monkeys and tigers are mean.
They are afraid of the tigers.
When my grandmother was small, she saw a tiger.

Tell a Story About You and Your Grandparents.

My Grandfather and the Tiger, Part 1

My grandmother didn't like tigers. When she was a girl, she saw a tiger under her house. People talked about the tiger. The tiger came and listened to the people talk about it. The tiger heard the people, and it was very mean. At night the people went down under the house to take care of the animals. The tiger sat and looked for the people to come. Sometimes it attacked.

When my grandmother was married, sometimes she burned the crops after the harvest. One time a tiger was hiding in the banana trees. It wanted to attack my grandmother. She didn't see the tiger, but she heard it. She looked for it. The tiger was afraid of the fire. It hit the banana tree with its paws.

One day after she burned the field, my grandmother forgot her knife. She went back to the farm to get the knife, and she saw the tiger sitting in front of the hot coals. He put his paws over the coals to get warm because it was raining.

She ran to tell my grandfather, "I saw a tiger!" My grandfather brought a gun to shoot the tiger. When he saw the tiger sitting in front of the hot coals, he shot it. The tiger fought him. My grandfather could fight the tiger because he had studied boxing. The tiger died.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Play Matched Pairs.

People talked about the tiger	and the tiger listened.
Grandmother burned the crops	after the harvest.
She didn't see a tiger	but she heard it.
She forgot her knife	so she went back to get it.
He put his paws over the fire	because he was cold.
He could fight the tiger	because he had studied boxing.

Answer the Questions.

Why are tigers mean?
Where do tigers hide?
What animals caused problems in your country?
Draw a picture of a tiger.

My Grandfather and the Tiger, Part 2

My grandfather went back home to tell my grandmother, "I killed the tiger. It died on the farm." He called people in the village to bring the tiger from the farm. Nobody believed him because the people knew the tiger was very mean. My grandfather brought the people to the farm. They saw the dead tiger. They put it on a wagon. It was big and was too heavy for the cow pulling the wagon.

They went to the city to sell the tiger. My grandfather got about fifty riels for the tiger. That's a lot of money. He paid money to the people who helped take the tiger to the city.

He went home and told my grandmother, "I sold the tiger for about 50 riels." My grandmother said, "Oh, it's too expensive." He said, "I paid the people who helped me." Grandmother said, "That's O.K., then. I didn't want that tiger on the farm." It's hard to grow food if a tiger is on the farm.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Put These In Order.

He fought the tiger and killed it.
Grandmother burned the crops.
Grandfather brought people from the village to the farm.
Grandmother forgot her knife and went to get it.
He carried the tiger to the city and sold it.
Grandmother told grandfather about the tiger.
She saw the tiger.

Underline the Subjects. ("Who" did something)

Circle the Verbs. ("What" someone did)

(If your student is not familiar with the terms "subject" and "verb", wait until the next story to introduce them.)

TON THE CROCODILE

Here is another rather lengthy folk tale that your student should enjoy. It has everything: magic, romance, betrayed passion, and a big crocodile. The sections are lengthy. Unless you have an advanced student, plan to break the story down into smaller sections: you may only be able to do a couple of paragraphs on any given day. Remember to spend time in discussion of each paragraph to familiarize your student with the vocabulary, and be sure she's following the story.

This story lends itself to sequencing activities and role plays. If your student enjoys drawing, there's plenty of inspiration here.

You may not want to devote as much time as would be required to read this story with your student. In that case, use it as an example. Tell the story in brief form to your student. Be sure to pause for comprehension questions along the way. Once you have told the story, encourage the student to tell a story of her own. She'll find that one even more fascinating to read.

Ton the Crocodile, Part 1

This is a true story that my grandparents told me. A King and Queen lived in a bay on a sampao, a very big houseboat. A big eye was painted on the side of the boat. It scared the children. The couple had only one child. His name was Raytchkahl.

There were bad people living in the forest, the yhet people. These giants were very ugly and cruel. But one yhet woman had a beautiful daughter named Ma Chah. One day Ma Chah went to the ocean. She found a crocodile egg on the sand. She felt proud to find the egg. Usually people can't find crocodile eggs. She hurried home to tell her mother.

Her mother told her to put the egg in a bowl, so Ma Chah did. After a while, the egg hatched. Ma Chah named the baby crocodile Ton, and she called him her son. Ma Chah was very happy to have him for a pet.

Ton grew too big for the bowl, so Ma Chah put him in a barrel. Then he was too big for the barrel, so she put him in the river. When he got too big for the river, she put him in the ocean. Ton was a very unusual crocodile. Not only was he so big, he could understand language.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Fill In the Blanks.

A King and a _____ lived in a bay _____ a sampao, a very big houseboat. _____ big eye was painted _____ the side of the _____. It scared the children. _____ couple had only one _____. His name was Raytchkahl.

Play Matched Pairs With These Words and Their Definitions.

a boat that people live on	sampao
two people who live together	couple
frighten	scare
very mean	cruel
a large reptile	crocodile
go fast	hurry
not ordinary	unusual
strange creatures who live in the forest	yhet

Draw a Picture of -

a sampao
a yhet woman
Ton, the big crocodile

Ton the Crocodile, Part 2

When her mother died, Ma Chah went to live with a magician, Ai Sai. He was an old man, a teacher, and he was good. Ma Chah helped him and cooked for him, and she studied magic. She still went to see Ton every day. Sometimes he gave her rides, and she went to pick flowers for Ai Sai.

On day, Raytchkahl decided to leave his family, go find Ai Sai, and live in the forest and study magic. Raytchkahl had strong magic. When he first lived with Ai Sai, he didn't see Ma Chah because he was so busy studying magic. Then one day he looked out the window and saw Ma Chah bringing flowers to Ai Sai. As soon as he saw her, he loved her because she was so beautiful.

Raytchkahl talked to Ma Chah secretly. They didn't want Ai Sai to know, since men and women weren't supposed to be alone together. Also, Ai Sai wanted them to concentrate on studying magic.

Raytchkahl wanted Ma Chah to be his wife. She decided to marry him. Even though they didn't tell Ai Sai, he knew, because he was a magician. He wanted them to study magic first, then get married later.

Ma Chah brought Raytchkahl to see Ton. "Ton," she said, "This is my husband. He is your father now." She wanted Ton to be a witness to their love.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Fill in the Blanks.

One day, Raytchkahl decided _____ leave his family, go _____ Ai Sai, and live in _____ forest and study magic. When _____ first lived with Ai Sai, _____ didn't see Ma Chah _____ he was so busy studying _____. Then one day he _____ out the window and _____ Ma Chah bringing flowers _____Ai Sai. As soon as _____ saw her, he loved _____, because she was so _____.

Answer These Questions.

When?

When did Ma Chah go to live with Ai Sai?

When did Raythckahl see Ma Chah?

When did Ma Chah go to see Ton?

When did Ai want his students to marry?

Why?

Why did Raytchkahl live with Ai Sai?

Why did Raytchkahl love Ma Chah?

Why did Ma Chah and Raytchkahl talk secretly?

Make Sentences With the Words, One From Each Column.

He	had	Ai Sai
Ma Chah	helped	flowers
Raytchkahl	loved	his family
She	left	Ma Chah
	picked	
	saw	
	studied	
	took	

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Ton the Crocodile, Part 3

One day, Raytchkahl asked Ai Sai about Ma Chah's family. Ai Sai told him that Ma Chah's mother was a yhet. Raytchkahl was surprised and horrified. He secretly changed his mind about marrying Ma Chah. He was afraid of her now.

Ma Chah didn't know that Raytchkahl had changed his mind. He lied to her and said, "When I go back to my country, I want to marry you. I will send for you."

One night, Raytchkahl went home to his parents. He sneaked away, so Ma Chah wouldn't know. He took a boat and left for home. Ton saw him go. The crocodile called Ma Chah by slapping his tail on the water. Ma Chah heard him and wondered what happened. When she ran over to see Ton, she saw Raytchkahl in his boat, far away. She realized that her lover was running away from her, so she told Ton to go destroy the boat and kill Raytchkahl.

When Ton got to the boat, Raytchkahl told him, "I'm not running away from your mother. I'm just going to visit my family. I'll be back." He lied, but Ton believed him. When the crocodile came back to Ma Chah, she cried, "I told you to kill him. Why didn't you?"

A king in another bay had a beautiful daughter named Rum Sai Sop. Her parents and Raytchkahl's parents were friendly. Since each couple only had one child, they hoped Run Sai Sop and Raytchkahl would get married.

When Raytchkahl arrived home, his parents told him they had a wife for him. He told his mother, "I'm studying magic now. I have strong magic, and I can use it to save the country." His parents said, "We'll wait for you. When you finish studying magic, we'll bring Rum Sai Sop for you to marry." He agreed. "I'll do what you say. He didn't tell his parents he had loved Ma Chah, the daughter of a yhet.

SUGGESTED ACTIVITIES

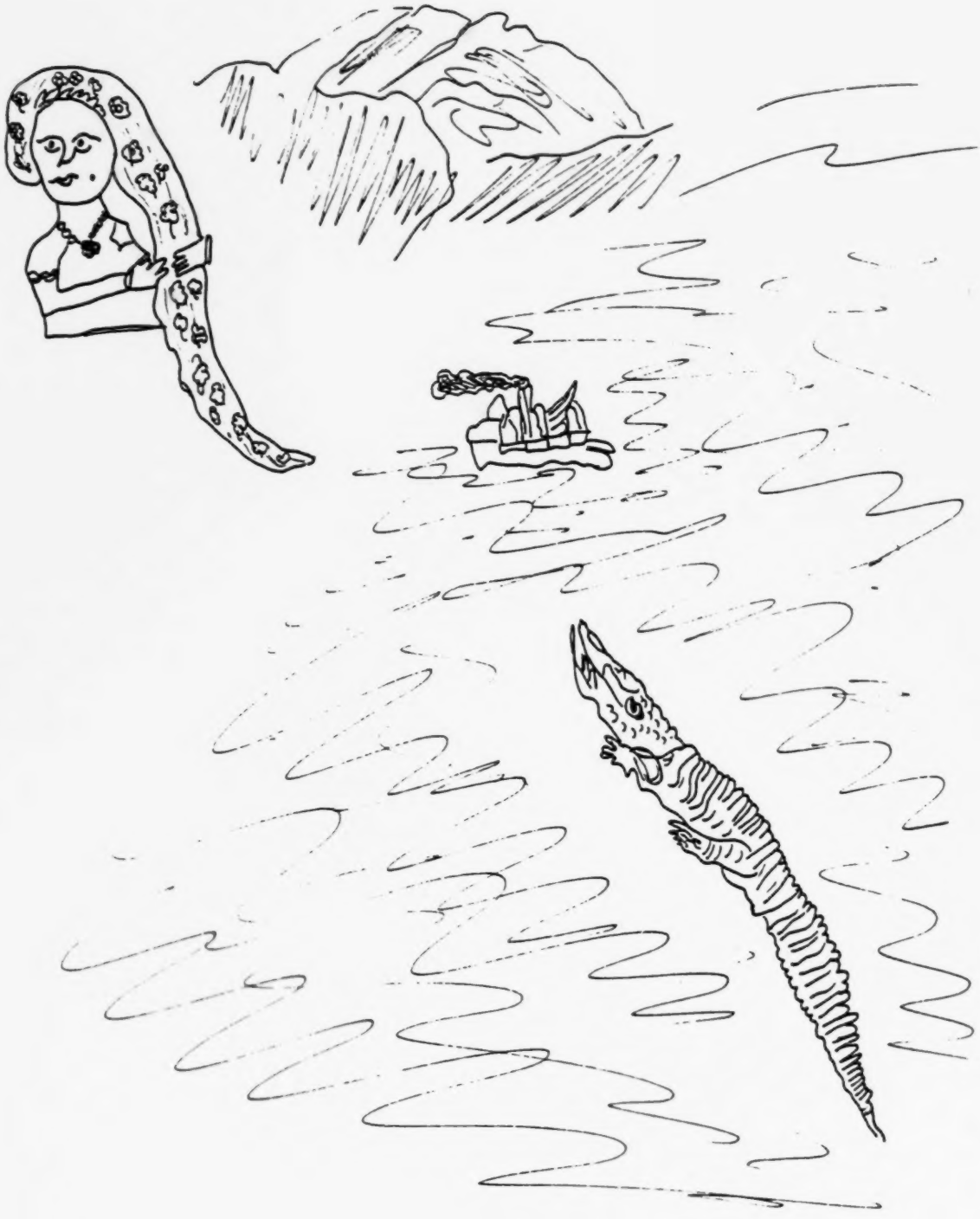
Identify, Define and Use New Words.

Put These In Order.

Ma Chah sent Ton to kill Raytchkahl.
Ai Sai told Raytchkahl about Ma Chah's mother.
Raytchkahl lied to the crocodile.
Raytchkahl decided not to marry Ma Chah.
Raytchkahl's parents chose a wife for him.
Raytchkahl sneaked away.
Ton called Ma Chah.

Before you read the rest of the story, think about these questions.

Do you think Raytchkahl will marry Ma Chah or Rum Sai Sop?
Do you think Ton will hurt Raytchkahl when he comes back to Ai Sai's house?
What would Raytchkahl's parents say if they knew about Ma Chah?
What would Ma Chah do if she knew about Rum Sai Sop?
What would Rum Sai Sop do if she knew about Ma Chah?



Ton the Crocodile, Part 4

At last it was time for the wedding of Rum Sai Sop and Raytchkahl. Raytchkahl's family sent a boat full of many foods for the wedding feast: pineapples, mangoes, and other good things. Ma Chah looked into her magic mirror, and she could see the boat full of food going to the wedding. She was enraged and sent Ton to kill Raytchkahl and all the people going to the wedding.

When Ton got to the boat, the many servants on board were afraid. They tried to give all the food to the crocodile to appease him, but he wouldn't eat.

The bride Rum Sai Sop also had magic powers. She was in her palace on the mountain. She looked down on the bay and saw that the enormous crocodile was going to sink the boat and kill her husband. She had very long hair, so she leaned over and hung her hair into the bay. She had such long hair, it soaked up all the water.

Ton fainted, because he couldn't live out of the water. Raytchkahl jumped off the boat and went to look at Ton. The crocodile opened his eyes. The prince said to him, "I told you not to destroy the boat, to go back to Ma Chah. Why didn't you listen to me?" Ton didn't speak, but just looked at Raytchkahl. The man was angry. He took his magic knife and stabbed the back of Ton's neck. The great crocodile cried and breathed out hard. His breath blew the sand away and made a hole. His tail thrashed about and made another hole. Then Ton died.

Raytchkahl went back to the boat. He got his family and servants, and they all walked up to Rum Sai Sop's palace. They carried a lot of food from the boat, but not everything.

The boat was tipped up in the sand, without water. It became a mountain. At the same time, the body of Ton became a mountain. When I was a girl, I saw those mountains. They're about three miles apart. You can see the shape of the boat and the crocodile, and the holes that the crocodile made.

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SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Answer These Questions.

What did Raytchkahl's family send for the wedding?
What magic tools are used in this story?
What other kinds of magic things do you know about?
Why was Ma Chah angry?
What did she do?
How did Rum Sai Sop feel?
What did she do to save Raytchkahl?
What happened to Ton?
Do you know any stories about how mountains were made in your country?

Ton the Crocodile, Part 5

At the palace, the servants worked to get ready for the wedding. Some servants ground the rice to make flour, some put up decorations, others prepared a lot of food. The families of Rum Sai Sop and Raytchkahl got dressed up for the wedding. They had beautiful music. Angels came down to give a blessing to the couple.

The people who lived around the mountain were not honest. They stole things, they were stupid, and they were bad. Raytchkahl and Rum Sai Sop didn't want to live near those people, so they used their magic, and they went inside the mountain with all their families and servants. They lived happily inside the mountain. The people outside the mountain didn't understand what had happened. But at night sometimes they'd see lights on the mountain, and sometimes they could hear talking and singing inside the mountain. Some people saw stories written on the walls of caves on the mountain, stories that Rum Sai Sop and Raytchkahl had written there. Then people knew, and they told the story. They called the two mountains below "Sampao Mountain" and "Crocodile Mountain". Where the magic people lived, they called it "Rum Sai Sop Mountain".

Even today, you can hear talking and music inside Rum Sai Sop Mountain. My grandmother heard Rum Sai Sop open the door one time. Some people in my village heard the servants singing. Many people go to be monks on Rum Sai Sop Mountain. It's very lovely there. It's easy to pray and to learn. People go to be monks on Sampao Mountain, too. There are a lot of caves, because there were a lot of rooms on the boat. Things from the boat are still there. My grandmother was a monk on Sampao Mountain. She saw a room full of gold. My grandmother told me to go be a monk there. I wanted to go, but I'm afraid of ghosts.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Put These In Order.

Rum Sai Sop saw the crocodile and the boat.
The servants tried to give food to the crocodile.
Raytchkahl's family sent a boat full of food to the wedding.
Ma Chah saw the boat in her magic mirror.
Raytchkahl killed the crocodile.
The crocodile and the boat became mountains.
Raytchkahl and Rum Sai Sop were married.
She soaked up all the water with her hair.
She sent Ton to destroy the boat.
Ton fainted.

Matched Pairs: Questions and Answers

Who gave a blessing at the wedding?	Angels
Why did Ton faint?	He couldn't live out of water.
Why did Rum Sai Sop and Raytchkahl live in the mountain?	They didn't like the dishonest people outside.
What tipped up in the sand?	The boat.
What was in the boat?	Raytchkahl, many servants, and lots of food.
What can you hear inside the mountain?	Talking and singing.
What turned into mountains?	The boat and the crocodile.
Who sent Ton to destroy the boat?	Ma Chah
Who killed Ton?	Raytchkahl
Who married Raytchkahl?	Rum Sai Sop

SUGGESTED ACTIVITIES

SUBJECTS AND VERBS

"Subject" means <u>who</u> did something.

<u>Underline the Answer</u>.

Who was a prince?	<u>Raythckahl</u> was a prince.
Who had long hair?	Rum Sai Sop had long hair.
Who looked into her magic mirror?	Ma Chah looked into her magic mirror.
Who gave food to the crocodile?	The servants gave food to the crocodile.

Underline the subjects in these sentences.

Raytchkahl went back to the boat. He got his family and servants, and they all walked up to Rum Sai Sop's palace. They carried a lot of the food from the boat.

The boat was tipped up in the sand, without water. It became a mountain. At the same time, the body of Ton became a mountain. When I was a girl, I saw those mountains. They're about three miles apart. You can see the shape of the boat and the crocodile and the holes that the crocodile made.

If you need help, answer these questions:

Who went to the boat?
Who got his family?
Who walked to the palace?
Who carried food?
What was tipped up?
What became a mountain?
What are three miles apart?
Who can see the shape of the boat?

SUGGESTED ACTIVITIES

"Verb" means what someone did.

Underline the Answer.

What did Ma Chah do?	Ma Chah <u>studied</u> magic.
What did Ma Chah do every day?	She visited Ton every day.
What did Raytchkahl do?	Raytchkahl loved Ma Chah.
What did the people do?	The people heard singing inside the mountain.

Underline the Verbs in These Sentences.

At the palace, the servants worked to get ready for the wedding. Some servants ground the rice to make flour, some put up decorations, others prepared a lot of food. The families of Rum Sai Sop and Raytchkahl got dressed up for the wedding. Angels came down to give a blessing to the couple.

If you need help, answer these questions:

What did the servants do?

What did the families do?

What did the angles do?

Every sentence needs a subject (who is it?) and a verb (what are they doing?).

Write some subjects	**Write some verbs**

Use these subjects and verbs in sentences.

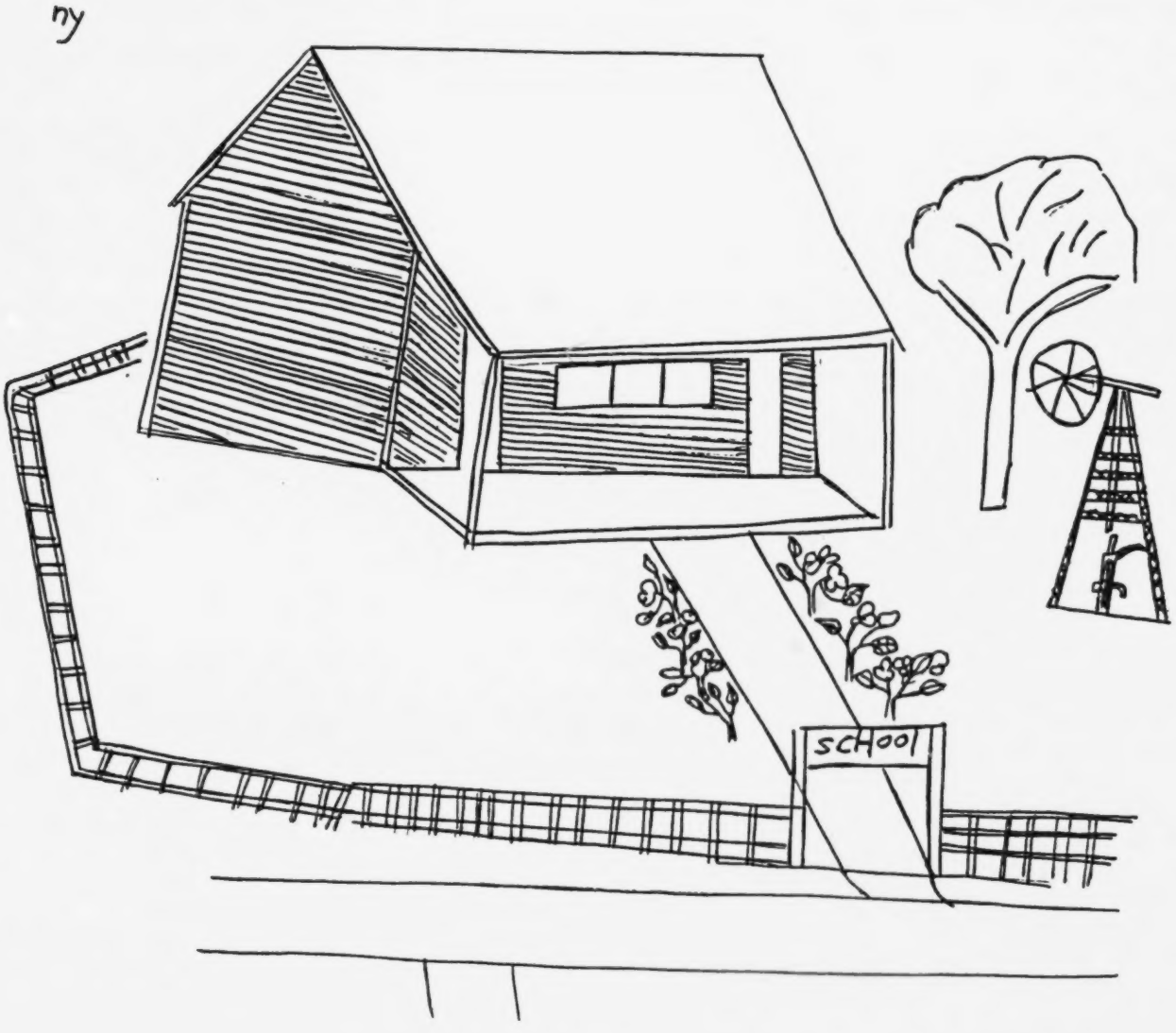
CULTURE SHOCK

The next four readings on Culture Shock are adapted from an article written by Michele Molnaire (copyright 1984), for her upper-level ESL students at Griffin College, Seattle, WA. I am grateful for her permission to publish it here.

All students will at some time go through homesickness and culture shock. The best therapy, apparently, is to identify what is happening, to be able to describe what is happening, and to know that someone else understands and empathizes. This article may be a step toward that healing.

Culture Shock, Part 1

Culture is the knowledge, beliefs, art, morals, laws and customs of a society. Culture includes things we can see: the way people dress, the food they eat, the holidays they have. Culture is also things we can't see: the way people think, ideas about right and wrong.



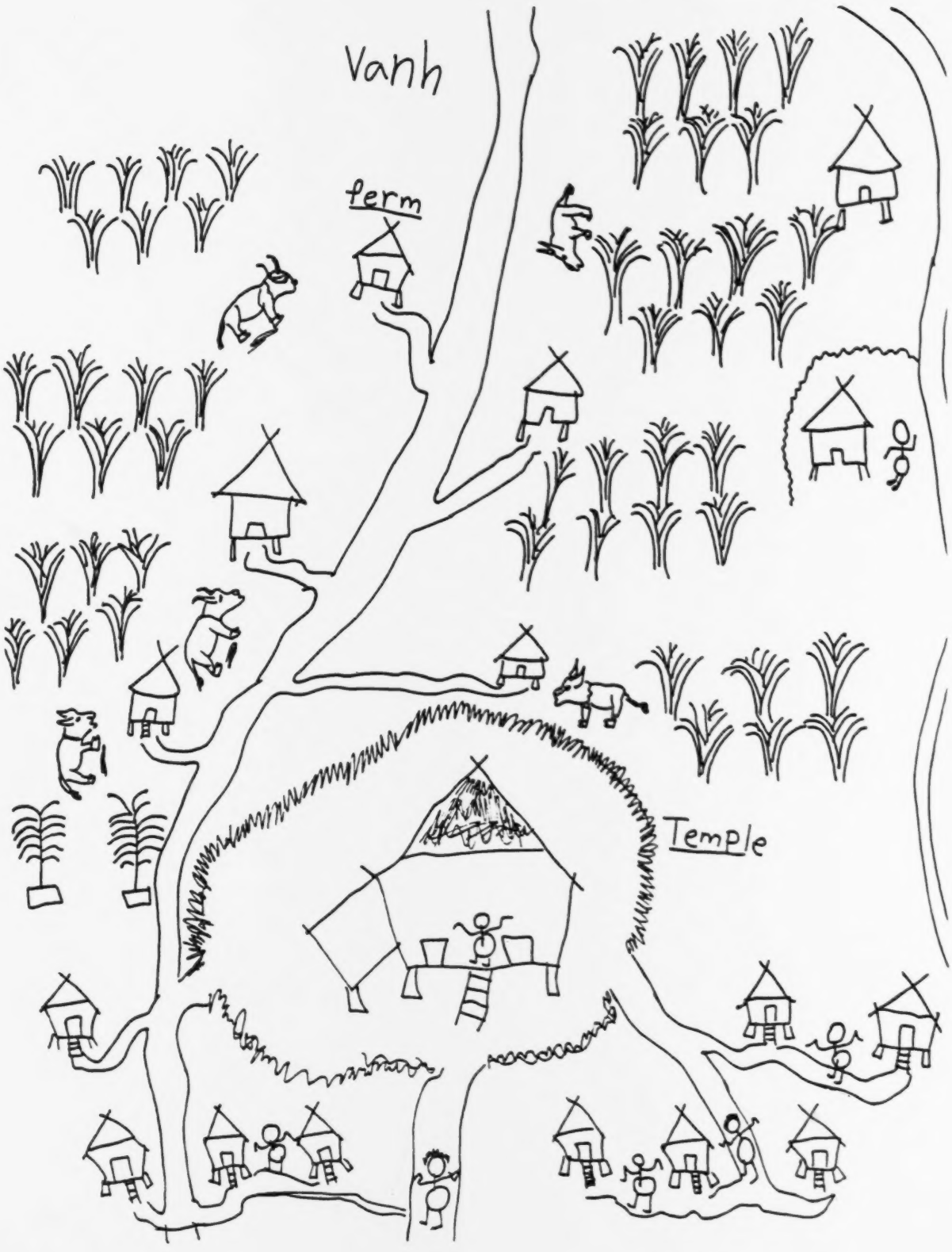
SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Bring in examples of art, costumes, religious items from your student's culture.

Ask your student to describe some laws, customs and holidays.

Do the same for some examples of American culture.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Culture Shock, Part 2

When someone goes to live in a different culture, he usually has some problems. This is "culture shock". Culture shock usually starts three to six months after the person arrives in the new culture. It can last a long or a short time. Sometimes a person with culture shock will feel like this:

Complain a lot about the new culture.

Want to be only with people who speak his language.

Not want to eat the food, speak the language, or be with people from the new culture.

Feel very depressed or irritable.

Feel he is not a good person, that something is wrong with him.

Be angry.

Feel paranoid: feel that other people are bad or want to hurt him or don't like him.

Sleep a lot.

Have many headaches.

Culture shock is different for every person. It can last a long or a short time. But everybody who goes to a new culture probably has some culture shock.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Discuss These Questions.

What are some customs that are similar in America and your native country?

What are some customs that are different?

How are morals the same of different here and in your homeland?

What do you think are the hardest things to get used to in America?

What would be hard for an American to get used to in your country?

How do you think people feel when they have culture shock?

Culture Shock, Part 3

Here are some things that can help a person with culture shock:

Try to understand the reason for culture shock.

Remember it is normal.

Any changes make a person uncomfortable, but the person learns something new. Changing cultures is a big change. Understand that you are learning a lot.

Be kind to yourself. Take a "vacation" from the new culture and language. Read books, see movies and talk to people in your own language.

Talk to people from your own culture who have lived here for a longer time. Ask them about their experiences.

If you are very depressed, talk to someone to get help - a counselor, social worker or doctor.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

Discuss.

What do you think would help a person with culture shock?

What do people learn when they change cultures?

Culture Shock, Part 4

When a person leaves the new culture and goes back to his own culture, he usually feels culture shock again. He isn't happy to be home again because he feels he doesn't fit in his own culture anymore.

Culture shock happens to anyone who goes to a new culture. Even if someone wants to live in a new country and likes the new culture, he will have some problems. People who cannot go home to their own culture can have very bad culture shock.

Everyone in a new culture has some culture shock, but everyone gets over it after a while.

SUGGESTED ACTIVITIES

Identify, Define and Use New Words.

True or False?

Culture is only what we see.
Sometimes it helps to talk to someone who has already had culture shock.
Feeling depressed is a sign of culture shock.
Only some people in a new country get culture shock.

Matched Pairs: Words and Definitions

paranoid	feeling other people are bad and are trying to hurt you
irritable	being easily bothered by many things
depressed	feeling very sad and hopeless
morals	what people think about right and wrong
society	a group of people with a similar culture
customs	the way people do things

SUGGESTED ACTIVITIES

What is the Right Answer?

Culture shock is -

- a disease
- a feeling
- a custom

If you have culture shock, you should -

- go to bed
- don't speak your own language
- try to understand what is happening to you

Most people -

- have a hard time changing
- like to change
- never change

Which person probably has more culture shock?

- someone on a trip
- someone who wanted to move to a new country
- a refugee

MOSAIC OF CULTURES

The following is an adaptation of an article in the March, 1971 issue of National Geographic. If you decide to use it, I recommend assembling some supplementary material to go with it. The magazine itself has plenty of good pictures for inspiring conversation and stories. I also found the Life Book of World Religions helpful for its pictures of various deities and religious practices. It, or similar books, should be available in your library. What I found difficult, though, in using this article, was not familiarizing the students with a lot of new vocabulary, but trying to explain to them that Americans view Buddhism, Hinduism and animism as separate religions. Southeast Asians have a different view of the world than that, and those who have not had a lot of formal schooling may be unfamiliar with the Western habit of categorizing everything to excess.

The task was eased a little for me because I was tutoring in a third story apartment that had a view of a number of churches. I could name the denomination of each one and tell the students that although all the churches were Christian, people who went to one would be unlikely to go to another. Using the books and magazines, I could show that if an American saw a statue of Buddha in a home, they would call the dweller Buddhist, but a statue of a Hindu deity would identify the person as a member of a different religion. The students did much conferring with each other and shaking of heads, and we all smiled and shrugged our shoulders as I had to conclude, "That's just the way Americans are." It was a good cross-cultural comparison and discussion for all of us, but I wouldn't recommend using this article for any but high-level students, as one can get bogged down in the details.

Mosaic of Cultures, Part 1

My name is Peter White. I am an American, but I live in Thailand. Today I am in Bangkok, at the corner of Ploenchit and Rajdamri Roads. There is a lot of traffic. There are billboards to airline companies and expensive restaurants. There is also a shrine to Brahma, the four-faced Hindu creator of the world.

SUGGESTED ACTIVITIES

Match Word to Meaning.

corner	name for the god who made the world
traffic	person who makes something
billboard	where two streets come together
shrine	cars, trucks and buses on a street
Brahma	a place where spirits live, where people pray
creator	a big sign

Answer the Questions

Where is the story happening?
Who is telling the story?
What does Peter see at the corner?

Tell (or write) the Paragraph in Your Own Words.

Mosaic of Cultures, Part 2

People come to the shrine to ask favors: a young lady in slacks, hoping to dream of a good lottery number; a student anxious about an exam tomorrow.

People come to give thanks for favors granted: a housewife for the birth of a son; a contractor for a good job.

SUGGESTED ACTIVITIES

Match Word to Meaning.

favor	long pants
slacks	something good and helpful
anxious	a person who make buildings
exam	worried, nervous
grant	test
contractor	give

Answer the Questions.

Why do people come to the shrine?
What do the young woman and the student want?
Why are the housewife and the contractor happy?

Tell the Paragraph in Your Own Words.

Mosaic of of Cultures, Part 3

The shrine is next to a modern hotel. This is not surprising. Almost every building in Bangkok has a shrine to honor the spirit who lives there. But most people in Thailand are Buddhists, so why is there an image of a Hindu deity?

SUGGESTED ACTIVITIES

Match Word to Meaning.

modern	someone who follows the teachings of Buddha
honor	new
Buddhist	god
image	picture or statue
Hindu	respect
deity	a religion from India

Answer the Questions.

Where is the shrine?
What religion are most people in Thailand?
Is this shrine for a Buddhist or Hindu spirit?
What domost buildings in Bangkok have?

Tell the Paragraph in Your Own Words.

Mosaic of Cultures, Part 4

The manager told me, "When the hotel was being built, there were some accidents. We consulted a medium. She said we should make a shrine to Brahma. Brahma is the patron of contractors. After all, he built the world."

SUGGESTED ACTIVITIES

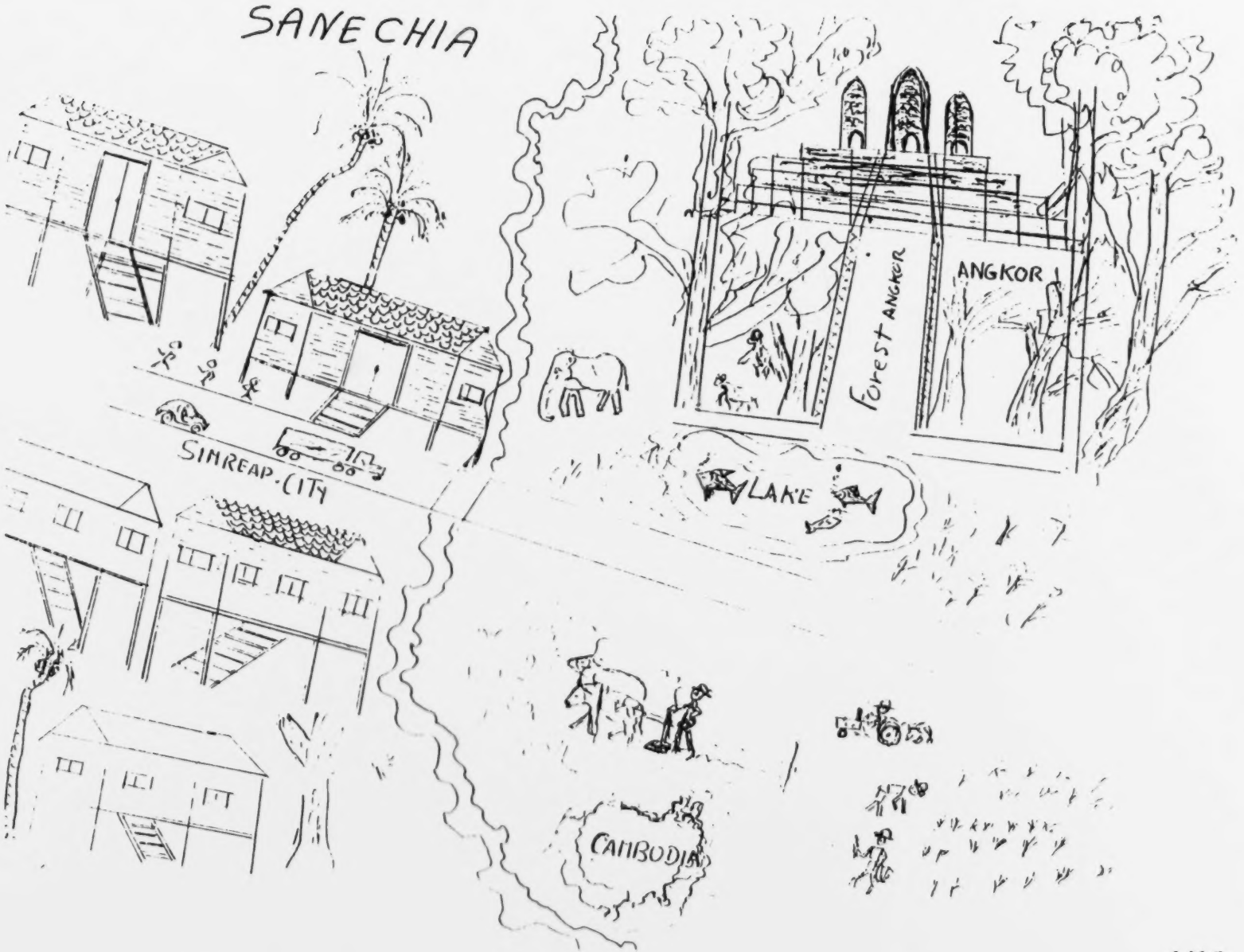
Match Word to Meaning.

consult	a person who can talk to spirits
medium	ask for help
patron	a person or spirit who helps others

Answer These Questions.

What happened when they were building the hotel?
How did they find out what to do?
What did the medium say they should do?
Why did they make the shrine to Brahma, not another god?

Tell the Paragraph in Your Own Words.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SIMREAP-CITY
LAKE
FOREST ANGKOR
ANGKOR
CAMBODIA

Mosaic of Cultures, Part 5

The spirit turned out to be powerful and good. The spirit likes elephants, because the hotel is named Erawan. That is the name of the three-headed elephant ridden by another Hindu god. People who have been helped by this spirit bring wood carvings of elephants as presents. These carvings are later auctioned. Because they belonged to the spirit, they are powerful, too. The money goes to a Buddhist monastery.

SUGGESTED ACTIVITIES

Match Word to Meaning.

powerful	a place where monks live
wood carving	sell
action	strong
monastery	an image made of wood

Answer the Questions.

What <u>is</u> the spirt like?
What <u>does</u> the spirit like?
Why does the spirit like elephants?
What do people give the spirit for presents?
What happens to the wood carvings later?
Who gets the money when the carvings are sold?

Tell the Paragraph in Your Own Words.

Mosaic of Cultures, Part 6

This busy corner symbolizes the many influences that have been in Southeast Asia for thousands of years. The billboards and the shiny cars are a new influence from the West. The shrine and the people's prayers are an influence from very long ago. Since prehistoric times, people in Southeast Asia have had an awe of the spirits - spirits of places and things, of animals and deities, and of the dead.

Everywhere, mixed into everyday life, are influences from India and China.

SUGGESTED ACTIVITIES

Match Word to Meaning.

symbolize	love, fear and respect
influence	something that affects someone
the West	when a thing reminds us of something else
prehistoric	countries like France, England, U.S.
awe	a very long time ago

Answer the Questions.

Where did the cars in Bangkok come from?
How long have people been praying at shrines?
What influences people in Southeast Asia?
What spirits are important?

Tell the Paragraph in Your Own Words.

Mosaic of Cultures, Part 7

What came from China? Much of Vietnam's culture is like the Chinese. In Thailand, Cambodia and Laos, there are Chinese influences in some everyday things: weights and measures, traditional medicine, kite-flying. Many people, too, have Chinese ancestry.

What came from India? Much literature and art is from India. Stories about kings, gods, demons, many paintings and statues, and classical dance all show an influence from India. The greatest influence is from the teachings of the supreme Indian sage, the Buddha.

SUGGESTED ACTIVITIES

Match Word to Meaning.

traditional	a very bad spirit
ancestors	books, stories, poems
literature	very wise teacher
art	the way people have done something for a very long time
demon	paintings, statues, songs, dancing
supreme	grandparents of grandparents
sage	the highest, most important

Answer the Questions.

Is Vietnamese culture similar to Chinese culture?
What things in Thailand, Cambodia and Laos come from China?
What in Southeast Asian culture is similar to Indian culture?
Who from India has the most influence in Southeast Asia?

Tell the Paragraph in Your Own Words.

Mosaic of Cultures, Part 8

I have been to parties in Bangkok where a Buddhist monk came to chant a blessing. Then, a Hindu Brahman did the same. Then the host took flowers and fruit to the spirit house in the garden. Unlike people in the United States, a Southeast Asian practices what Americans see as different religions, yet is completely comfortable and sincere. It is part of the heritage of the rich blending of cultures in Southeast Asia.

SUGGESTED ACTIVITIES

Match Word to Meaning.

chant	what people receive from their ancestors
blessing	a Hindu leader
Brahman	not the same as
host	sing
unlike	honest, real, pure
sincere	mix
heritage	a prayer for help from god
blend	a person who has guests come to his house

Answer the Questions

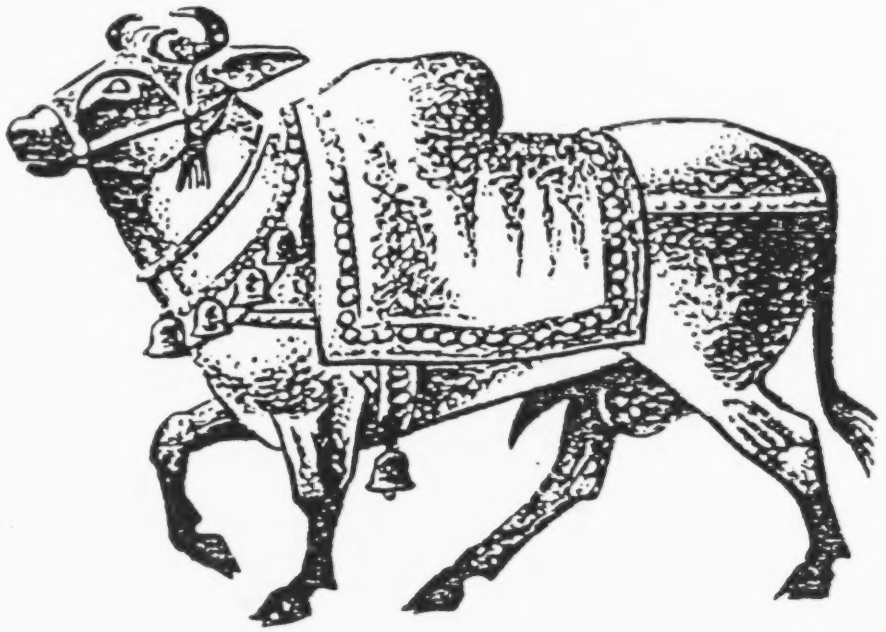
What happened at the parties?
What did the monk and Brahman do?
What did the host do?
Do Americans usually have blessings from different religions?
Why do Southeast Asians feel comfortable with many different blessings?

Tell the Paragraph in Your Own Words.

PRIAHKOH

The final story in the book is another Cambodian folk tale. It's lengthy, but the language is fairly simple. Once again, use the procedure of reading a small section orally, checking for both vocabulary and story comprehension. Two sections of activities are included. You may need to include more according to your student's needs.

Many different cultures, especially those in Asia, have stories of mythic cattle - both cows and bulls. Ask your student if she's seen a statue or picture like the one with this story, and if she know any stories about bulls or cows with magic powers. If your student is not Cambodian, it would be more appropriate to use a story from her own country, though many students will be able to identify with the feelings in this story. Because of the fate of Priahkoh in this story (he's held captive by the Thai king), I wouldn't recommend using this story with a Thai student.



Priahkoh, Part 1

A very poor Cambodian couple lived near Thailand. The wife was pregnant. One day her husband left to cut firewood. When he came back home, she told him she wanted to eat a mango.

Her husband said, "There aren't any mangoes on the tree." She said, "Yes, there are. I saw some on the tree." But her husband was tired, and he didn't want to go pick any. She asked him three or four times to pick her some mangoes, but he ignored her.

Later in the afternoon, he went to sleep on their bed. She went out to pick some mangoes herself. It was almost time for the baby to be born. Usually, Cambodian women don't go outside that late in the pregnancy, but she was hungry for mangoes and angry at her husband.

She had to climb a tree to pick a mango. But when she was up in the tree, before she even got a mango, she fell down to the ground. She fell so hard that she ruptured and was close to death.

She didn't know, but she had been pregnant with twins. Very unusual twins. One was a boy baby, and the other was a wonderful bull calf. After she fell, the bull calf was born out of her body, but the baby boy was still inside, crying.

The bull ran to the house, to wake up his father. He roared and bellowed. The husband woke up, but he still didn't know about his wife. The bull bellowed again and ran outside. The man followed and saw his wife dying under the mango tree. He helped the baby be born, but his wife died. He buried his wife's body.

The man took his sons, the bull and the baby, home. He named the bull Priahkoh and the baby Priahkeo. He took care of them - he found grass for the bull, and he cooked rice for the baby. The bull had magic powers. He could make food for his brother when the baby cried. The father didn't know this.

Later, the father died in the forest. Priahkoh, the bull, took care of his little brother. The bull couldn't talk to other people, but the two brothers could talk to each other.

The King of Thailand had a lot of cattle on a ranch near where Priahkoh and Priahkeo lived. Priahkoh went looking for grass. The Thai cows were afraid of him, because he was strange. But the king's servants saw the bull and they thought he looked beautiful. They told the king about it. "We never saw a bull like this before. It looks like gold!"

One day the king's servants brought a lot of food to the ranch. Priahkeo was hungry. He could smell the servants' food and was crying because he wanted some. The little boy took his brother the bull to get some food. Priahkeo asked, "Can you give me some food?" The servants were stingy. They asked, "Where are you from?" They wanted to know about the bull, but they wouldn't share any food.

Priahkoh was enraged at the selfish servants. He told his brother to go sit on the grass. Using his magic, he set out a blanket and many plates of food, fish, chicken and pork. Priahkeo was delighted when he saw so much food.

When Priahkeo was eating, the servants smelled the magic food. They came and saw all of it, and they asked for some. Priahkeo said, "You didn't give any of your food to me when I asked. I don't want to give you any of my food."

After he finished eating, Priahkoh took him away, to get away from the king's servants. They were very bad. The brothers went to Ohsnao Village. Priahkoh told his brother to go sleep in the forest, to hide from the people. Then the bull went to play with the cows. The people of Ohsnao saw Priahkoh and thought he was very beautiful. They chased him because they wanted to capture him.

Priahkoh ran to the forest to get his brother. The bull told the boy, "The people in Ohsnao tried to catch me. We must go away. Hold onto my tail." So the boy held onto his brother's tail. The bull jumped up and flew into the air, and the boy rode behind him. They wanted to live in another place.

The people in the village told their neighbors, "We saw a beautiful bull. Let's search for it."

SUGGESTED ACTIVITIES

What Did They Do?

Fill in the verbs.

A very poor Cambodian couple _____ near Thailand. The wife _____ pregnant. One day her husband _____ to _____ firewood. When he _____ back home, she _____ him she _____ to _____ a mango.

Her husband _____, "There _____ any mangoes on the tree." She _____, "Yes, there _____. I _____ some on the tree." But her husband _____ tired, and he didn't _____ to pick any. She _____ him three of four times to her some mangoes, but he _____ her.

Who Did It?

Fill in the subjects.

The _____ ran to the house, to wake up his father. _____ roared and bellowed. _____ woke up, but _____ still didn't know about his wife. _____ bellowed again and ran outside. _____ followed and saw his wife dying under the mango tree. _____ helped the baby be born, but _____ died. _____buried his wife's body.

_____ took his sons, the bull and the baby home. named the bull Priahkoh and the baby Priahkeo. _____ took care of them - _____ found grass for the bull, and _____ cooked rice for the baby. _____ had magic powers. _____ could make food for his brother when the baby cried. _____ didn't know this.

SUGGESTED ACTIVITIES

Put These Sentences in Order.

The bull was born.
When she fell down, she was nearly dead.
The father took care of his sons.
The wife wanted a mango.
He ran to get his father.
The husband buried his wife and took his sons home.
She climbed a tree.
The husband came back from cutting firewood.

Match the Second Half of the Sentence to the First.

1. Priakoh went to the ranch
2. The Thai cows were afraid
3. The servants thought the bull was beautiful
4. Priahkeo was crying
5. The servants wouldn't share their food
6. Priahkoh was angry
7. Priahkeo was happy

____ because he was looking for grass.
____ because it looked like gold.
____ because the servants didn't give his brother food
____ because they were stingy.
____ because his brother gave him magic food.
____ because he was hungry.
____ because the bull was strange.

Priahkoh, Part 2

The Cambodian people of Ohsnao went to the Thai king and told him about Priahkoh, how beautiful he was and how they had tried to catch him. The king sent the servants to look for the bull, but they couldn't find him.

One day when the people were planting rice, they saw Priahkoh eating bamboo. The two brothers were staying in a bamboo forest. The people ran to tell the king they had seen the bull in the forest. The king told his servants to go catch the bull. But they couldn't go into the forest because the bamboo grew too close. It was sharp and cut them. Priahkoh and Priahkeo stayed in the middle of the forest, so they were safe.

The people told the king, "We can't catch him. It's too hard to go into the forest."

The people of Ohsnao were very poor, so the king told his servants to take baskets of coins and threw the coins into the bamboo forest. When the people saw all the coins in the forest, they cut down the bamboo to get the money. Priahkoh and Priahkeo knew the stupid people were trying to catch them. Priahkoh was angry because the people tried to catch him and wouldn't leave him alone. He talked to his brother about his magic. "Don't worry. I have strong magic. The only way someone could catch me is to string ropes above me so I couldn't fly."

The brothers ran from the bamboo forest to another place.

The king of Thailand had bullfights. The people had to bring bulls to fight the king's bull. If the people's bull lost the fight, then the king would kill the Cambodian people. The king's bull always won the fights. The people didn't know, but the king's bull wasn't real. It looked like a bull, but it had a machine inside.

People had to take elephants for elephant fights. The king's elephant always won these fights because it was really a machine, too.

One day Priahkeo came out of the forest. All the people were crying. "What's the matter?" he asked. They told him about the horrible bull and elephant fights, how the king's animals always

won, and the king always killed more people. Priahkeo felt sorry for the people. He said, "Don't worry. I have a bull that can win the fight. I have a bull with magic power." So the people called Priahkoh to come from the forest. Priahkeo took a vine and put it around his brother's neck, and led him to the people. Priahkoh knew about the king, how he killed the people. He wanted to fight the machine-bull and win.

The people said to the king, "Now we have a bull to fight yours." The fight went on for a long time. Priahkoh had magic, but the machine bull was very strong, it didn't get tired. The people were not happy, it looked like Priahkoh was tired.

Priahkoh could not beat the machine bull. He said to his brother, "Hold onto my tail. We'll go away." So the brothers flew away.

The people went to ask him to come fight the king's bull again. Priahkoh wasn't happy with the people, because they always tried to catch him and his brother, and he didn't want to fight anymore. He hated the Ohsnao people because they wouldn't let him stay safely in the forest. Priahkoh put a curse on the Ohsnao people: they would always be poor, they would never have enough food or money. He put this curse on them because they didn't give him safety.

Priahkeo talked to the people. He bragged about his brother, about how no one could catch him. But he forgot himself, and he let it slip that the bull could be caught if people put ropes above his head. So the people strung up ropes, and they caught Priahkoh.

The bull said to his brother, "Go away now. Make a life for yourself. I can't use my power anymore because the people have put ropes over my head." So the boy went away.

The people took Priahkoh to the Thai king. The Thai king was happy to have the bull at last. He put Priahkoh into a big building. Outside the building was very beautiful, with many decorations, but inside the building the king nailed Priahkoh to the floor. He put one nail in each hoof. The king didn't let anyone

see the bull. Priahkoh cried and lamented because he was in Thailand, and he was dying.

Priahkoh's body died and stayed in the building of the Thai king, but his spirit is still alive. The Thai king went to see the body of Priahkoh. He found some scripture inside the stomach. This scripture had information about Cambodia. If the king wanted to know where there were jewels, or gold or diamonds, he read in the scripture inside Priahkoh's stomach. Then he knew where to go to get the gold and diamonds. There was a Cambodian king, but he didn't want to hurt anyone. The Thai king didn't care. He just wanted to make everything beautiful in his country, so he took the treasures from Cambodia.

The Cambodian people want to take the body of Priahkoh back to Cambodia, but there are many soldiers around the building. No one can go inside to see Priahkoh. Priahkoh knows. He misses the Cambodian people because he has been in Thailand so long. He wants to help his people.

People pray to the spirit of Priahkoh when they have problems. His spirit helps all the Cambodian people except the villagers from Ohsnao.

If one Cambodian could go inside that building, Priahkoh would be alive again and have his power. He would go back to Cambodia, and there would be no more war. But no one has the power to take him away from that place. Maybe no one can help him.

The people pray to the spirit of the bull, "Priahkoh, help me, please come back. Cambodia has a lot of war. Please come help us." Priahkoh knows, and he wants to help, but his feet are nailed to the floor. He cries, and he sends his blessing to his people.

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SUGGESTED ACTIVITIES

Answer the Questions.

What were the people doing when they saw Priahkoh?

Where were the two brothers?

Why couldn't the servants go into the bamboo forest?

What did the servants of the king do, to make the villagers go in the forest?

How did Priahkoh feel about the people of Ohsnao village?

How could someone catch the bull?

Fill in the Blanks.

The king of Thailand _____ bullfights. The people had _____ bring bulls to fight _____ king's bull. If the _____ bull lost the fight, _____ the king would kill the _____ people. The king's bull _____ won the fights. The _____ didn't know, but the _____ bull wasn't real. It _____ like a bull, but _____ had a machine inside.

Put the Words into a Sentence.

came forest Priahko One of out day the

1. _____

crying people All were the

2. _____

he "What's asked matter?" the

3. _____

sorry the felt Priahkeo people for

4. _____

SUGGESTED ACTIVITIES

Match the Parts of the Sentences.

1. The king's bull always won
2. Priahkeo was sorry for the people
3. Priakeo brought his brother from the forest
4. Priahkoh couldn't beat the king's bull
5. The people were very sad
6. Priahkoh hated the people of Ohsnao
7. The bull told his brother to go away
8. Priahkoh cried

____ when Priahkoh did not win.
____ because it was a machine.
____ because he missed Cambodia.
____ so he could fight the king's bull.
____ because they could not fight the Thai king.
____ after he lost his power.
____ because he got tired and the king's bull didn't.
____ because they didn't give him safety.